DOCUMENT RESUME

ED 384 252 FL 023 139

TITLE	English Teachers' Journal (Israel), 1991.
INSTITUTION	Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.
REPORT NO	ISSN-003-553X
PUB DATE	91
NOTE	256p.; Incorporating "English Teaching Guidance." Occasional text in Hebrew. For numbers 44-45, see FL 023 140.
PUB TYPE	Collected Works - Serials (022) -- Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
JOURNAL CIT	English Teachers' Journal (Israel); n42-43 1991
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Communicative Competence (Languages); Educational Television; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grade 8; Grade 9; Grammar; Immigrants; Language Tests; Oral Language; *Second Language Instruction; Teaching Methods; Textbook Evaluation; Vocabulary Development; Writing Instruction
IDENTIFIERS	*Israel

ABSTRACT

This document consists of the two issues of "English Teachers' Journal (Israel)" issued during 1991. Contents include: "Introduction for English Teachers"; "Announcements for Bagrut Teachers and Examiners"; "News from E.T.A.I. (English Teachers' Association of Israel)" (Ephraim Weintroub); "Learning English During the 'Emergency'"; "Immigrant Pupils from Russia in Our Classrooms" (Maya Shenderovich (Turovsky); "Homework as an Element of Learning" (Pinchas Bechler); "How To Survive as an English Teacher" (Miriam Kishon); "For the New Teacher in Primary School" (Janet Ohana); "Supplement on Teaching 'Translation Skills' and on Issues of Language Transfer"; "Teaching English Pronunciation to Arab Pupils" (Mahajna Salah); "Jewish English in the Classroom" (Aharon Goldfarb); "'Pluritis'" (David Grossman); "Knowing a Word: What Is So Difficult about It?" (Batia Laufer); "Some Notes on English in Israel" (E. A. Levenston); "The Pipe Program into Its Third Year" (Sheila Schoenberg and Ilana Kornblueth); "Reconciling Grammatical Accuracy with a Communicative Methodology" (Sheila Been); "News from Educational Television" (Dvora Ben-Meir); "Why Bother Correct Mistakes? Does It Do Any Good?" (Rafael Gefen); "The Oral Bagrut" (Debby Toperoff); "Oral Testing in the 9th Grade" (Anna Mussman); "What Metaphors for the Disadvantaged Learner Reveal and 'Bootstrap' Education at the Pre-Academic Level" (Helen Levenston); "The Weak Learner" (Rachel Tal); "Teaching and Remembering Vocabulary" (Zvia Epstein); "Teaching Writing in High School--Reality, Objectives, and Realization" (Irit Kupferberg); "The Evaluation of Some 8th and 9th Grade Textbooks According to the English Syllabus" (Elana Neumark and others); and "Confidence and Fluency--A Village English Scheme" (Yosef Shaheen and Jim Wingate). Synopses in Hebrew of the contents of the issues are included. (MSE)

ED 384 252

Journal

I S R A E L

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MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS' JOURNAL (Israel)

(INCORPORATING ENGLISH TEACHING GUIDANCE)

42

MAY 1991

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

מערכת "עלון למורים לאנגלית" — הפיקוח על הוראת האנגלית
במשרד החינוך והתרבות, ירושלים 91911,
לכתובת זו יש לכוון את פניות הקוראים.
הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

The "ENGLISH TEACHERS' JOURNAL (Israel)": editorial board — English Inspectorate, Ministry of Education and Culture, Jerusalem 91911, Israel, to whom all correspondence should be addressed. Published by Publications Department, Ministry of Education & Culture.

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עלון למורים לאנגלית, מס' 42, סיון תשנ"א, מאי 1991
ENGLISH TEACHERS' JOURNAL (Israel)
(incorporating ENGLISH TEACHING GUIDANCE)
Number 42, May 1991
ISSN 003-553X

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INFORMATION FOR ENGLISH TEACHERS

■ Teaching English in Primary School

(from the Director-General's Bulletin, February 1991 (חחר המנכ"ל, נא/6)

"1. The Ministry of Education and Culture recommends that English be taught from Grade 4.
2. The Ministry of Education and Culture recommends that there be 3–4 weekly sessions for English — even if the length of each session is less than that of a conventional lesson.
3. These sessions should be spread over four days, in order to ensure frequent exposure to English.
4. Teachers appointed by Principals and Inspectors to teach English shall be teachers qualified to teach English in Israel.
5. A major part of the teaching shall be devoted to fostering oral skills (listening comprehension and speaking), in addition to the teaching of reading.
6. Teachers should utilize all the resources of modern technology in their teaching (television, computers, tape recorders, video).

The Inspectorate will not authorize the teaching of English in Grades 1–3."

The word "recommends" in points 1–2 above is an unfortunate result of the fact that for budgetary reasons there are no official hours available for English in Grade 4, but from Grade 5 only. However, well over 90% of the Principals in Primary schools have been able to allocate hours to English (at least 2 h.p.w.), and it is to be hoped that very soon all Grade 4 pupils will be learning English. The suggestion for dividing up the lessons into shorter sessions applies to Grades 4, 5 and 6 and should be carefully considered by teachers and Principals. The ban on teaching English in Grades 1–3 is a confirmation of the ban on teaching English in these Grades spelt out in the Director-General's Bulletin of February 1981 (חחר המנכ"ל מא/6), paragraph 211, which stated:

"*Ban on Teaching English in Grades 1–3*

...as a result of parental pressures, a number of schools have introduced English Language Teaching in Grades 1–3. The Ministry of Education and Culture opposes teaching a foreign language in these Grades for the following reasons:

1. There is no long-term advantage in beginning foreign language learning in these Grades, and pupils beginning in a higher Grade will catch up, within a relatively short time, with those who began in a lower Grade.

2. Lessons in lower Grades should be devoted to educational activities which are more appropriate to these younger learners, activities such as nature study, mother-tongue skills, social studies, physical education, etc.
3. The Ministry of Education and Culture is of the opinion that the teacher most suitable for Grades 1-3 is a general 'homeroom' teacher and not a specialist subject teacher.

In sum, English is not to be taught in Grades 1-3."

(*Editor's Note*: misunderstandings often arise because of a confusion between the terms ESL (English as a Second Language) and EFL (English as a Foreign Language); undoubtedly, young immigrants entering a new language environment learn the language of their new society more quickly than do older immigrants — e.g. English by emigrants to the USA, Hebrew by olim in Israel — and this is known as a "Second Language"; English as a *Foreign* Language refers to the foreign language as a school subject learnt for a limited number of hours per week in an environment where the language is not the norm. See the English Syllabus for Schools for the distinction between ESL, EFL and EIL (English as an International Language), with EIL being the official goal of English teaching in Israel.)

■ Course Books for the "Translation Skills" Programme

(See ENGLISH TEACHERS' JOURNAL 41, December 1990, for a description of this new subject in the curriculum)

The following textbooks are now available:

1. "*A Course in Translation for Schools*", by E.A. Levenston, consisting of articles about translation skills and problems and a selection of texts for translation from English to Hebrew. Publisher: GOOD TIMES, P.O.B. 3576, Jerusalem (Tel: 02-437153).
2. "*The Contrastive Analysis of English and Hebrew: A Reader for Schools Studying the 'Translation Skills' Syllabus*", an anthology of articles and chapters from books, compiled by Raphael Gefen. Publisher: Ministry of Education and Culture, Division of Curriculum Development. Available from "Atlas" and "Eric Cohen" (addresses in this issue of the JOURNAL).

   Contents: LEXICON — 1. Contrastive Analysis and Levels of Vocabulary Difficulty (R. Gefen), 2. Incongruencies in Lexical 'Gridding' (M. Dagut), 3. Comparing Vocabulary (E.A. Levenston); SYNTAX — 4. Over-Indulgence and Under-Representation (E.A. Levenston), 5. Contrastive Analysis: the Passive Voice (M. Dagut), 6. The Passive in Hebrew and English (E.A. Levenston), 7. 'Aspect' in English and its Possible Hebrew Equivalents (M. Dagut), 8. Modality in English (E.A. Levenston), 9. Transitivity (E.A. Levenston), 10. Rank-Shift: Reported Speech (E.A. Levenston); PRAGMATICS — 11. Only for Telling a Man He Was Wrong (E.A.

Levenston), 12. Sociocultural Competence and Language Transfer: the Case of Apology (E. Olshtain), 13. Differences in Culture (E.A. Levenston).

3. *A Collection of Passages for Translation from Hebrew to English*, selected by Professor E.A. Levenston, is now available for teachers only, from the English Inspectorate.

The Syllabus for the subject (including details of the 2 Point Bagrut programme) is available free of charge from the English Inspectorate, Ministry of Education, Jerusalem 91911.

■ Teaching Immigrant Pupils

A number of new immigrant secondary school pupils did not learn English in their countries of origin but another Roman-script foreign language (usually French or German); thus they are inevitably behind their classmates and this gap must be closed as rapidly as possible by an intensive programme of studies. The Inspectorate suggests that the textbooks "ESH: ENGLISH HERE AND NOW", Books 1 and 2, or "ESH 9" are appropriate for this special programme for pupils in Grades 9 and 10. On completing these books, they should be able to keep up with the other pupils in the class.

Two textbooks, specifically written for new immigrant pupils, are now being written — one for the Upper School (Grades 10–12) and the other for the Intermediate School (Grades 8–9); the contents of these books will be especially aimed at the new immigrants and will be based on Israel, Zionism etc, rather than the general universal themes found in the "regular" textbooks. These books will, however, assume previous studies in English and will therefore be on a higher language level than those mentioned above. Publisher: Eric Cohen Books.

■ "The School as a Communications Centre"; experimental programme

As reported in the Director-General's Bulletin, February 1991, the Pedagogical Secretariat of the Ministry of Education and Culture has approved an innovative educational experimental programme developed by a team headed by Professor David Gordon of Ben-Gurion University. The purpose of the experiment is to prepare pupils in the upper grades of secondary school for the "communication revolution" of our times. The rationale for the experiment is that there is no need today for all the subject matter to be taught in one place and at one time (in particular when some learners perform better in the morning and others in the afternoon and evening) and that it is possible, with the aid of modern means of communication, to introduce some flexibility in the modes of study and in part to conduct studies in the learner's home. The programme envisages the use of the following resources: a personal computer at home, an electronic telecommunications format, a video tape-recorder, video-discs, cable TV, satellite broadcasts, facsimile machines, etc.

In these ways, pupils will familiarize themselves with technological skills, will learn how to be "critical consumers" of the means of communication, will express themselves

creatively by means of these advanced technological resources, will develop an understanding of the revolution in the means of communication now taking place, and will also acquire "autonomy in learning". The school will continue to serve as a centre for advice and guidance, for evaluation and for social and community activities; at the same time, a special programme for fostering inter-personal relations will be developed, in order to prevent the pupils becoming "isolated" and "closed in" in their homes. Without any doubt, many English teachers will be very interested in this very revolutionary programme, not only because "communication" is the very heart of our Syllabus and the use of modern technology is advocated wherever feasible in teaching the language, but also because of those aspects of the experiment which are part and parcel of the LEARNER-CENTRED CURRICULUM which has been discussed in various gatherings of English teachers over the last few years. The chapter on "Communicative Methodology" in the Syllabus (section 3.5) speaks of the "learner-centred classroom"... "teachers should endeavour to find ways of activating pupils wherever possible to initiate and control their own learning... various forms of self-instruction and self-access learning...". Teachers interested in this experiment should approach their Principals and also the English Inspector of the school; they will be assured the maximum pedagogical support from the English Inspectorate.

■ **New Series of Graded Readers — Short Stories for Teenagers**

"Simon the Surfer", "Fire Hero" and "A Night for Smuggling" are part of a series of booklets written and published by Judy Dobkins, to encourage recreational reading. Designed for grades 7–9, the stories can also be used for native speakers in the primary school, as well as slow learners and **new immigrants** in the high school.

The stories, which were written with teenagers in mind, contain enrichment material and can be used to motivate pupils, stimulate discussion and build vocabulary. Comprehension exercises have been added as an optional extra and a list of vocabulary, that has been checked against the Ministry of Education's English Curriculum Lexicon 1988, has been included for deductive vocabulary teaching.

The books are available from University Publishing Projects and Eric Cohen Books. For further information contact Judy Dobkins (Tel: 051-39492).

■ **Supplementary Video Programmes for Young Beginners: BBC**

Further to the listing of video programmes in the ENGLISH TEACHERS' JOURNAL 41, December 1990, the following is information about the video programmes offered by the BBC. The address of the local agent is Matar Publishing House/Trivaks Books, 24, Levontin St., Tel Aviv 65112 (Tel: 03-5660335). These BBC videos are for supplementary and extensive viewing; schools using video or television should adopt, for intensive teaching purposes, the series produced by Israel Educational Television — CANDY CAN DO IT — a fully-integrated multi-media course meant for the Israeli learner.

ANIMATED ALPHABET — meant of course for young beginners, with each of the 24 units beginning with an animated letter of the alphabet (X, Y, Z share the same unit) and followed by a series of colourful cartoon images of key words (340 in toto), accompanied by children's and adults' voices. The written word does not appear. The video is accompanied by a book consisting of a picture dictionary (with the written word as well as the cartoon image), with some writing and drawing activities, and a word game of matching stickers to words. The kit is without any doubt suitable for native speakers, but the key words are often not useful for Israeli learners (names of English insects and technical words like "quaver") and many of the words are non-phonic; also, some of the children pronounce vowels in an accent different from that of the adult speaker.

MUZZY IN GONDOLAND — this course for young learners has also been published in a Hebrew version (introduction in Hebrew, much of the accompanying material with Hebrew glossaries); an Arabic set is also available from the BBC. The course consists of a videocassette, a repeat video divided into episodes for study purposes, activity books, a teaching workbook, a songbook, "parents' notes", and an audio-cassette.

MUZZY COMES BACK — available also in a single kit together with MUZZY IN GONDOLAND. The continuation of the MUZZY IN GONDOLAND story, this more advanced programme for young beginners teaches how to tell the time, how to make comparisons, the past tense, quantifiers, etc. This second series contains a videocassette, a repeat video divided into episodes for study purposes, an activity book, an audio-cassette, video scripts, and parent/teacher notes.

■ **New Edition of the Oxford Student's Dictionary**

Oxford University Press have recently published a completely revised and updated version of the Oxford Student's Dictionary of Current English. The original edition by A.S. Hornby and Christina Ruse was adapted from the Oxford Advanced Learner's Dictionary, Third Edition, and was first published in 1978. Christina Ruse has now completely rewritten and redesigned the text, taking into consideration the needs of intermediate-level students. The dictionary is readily available in Israel.

Kernerman Publishing and Lonnie Kahn are already preparing the semi-bilingual version of this dictionary, modelled after the Oxford Student's Dictionary for Speakers of Hebrew. The new semi-bilingual version will be available during the next school year.

■ **Textbooks for Primary and Intermediate School by Shoshana Postol** (communicated)

THE TELEM STREET SERIES

This series of textbooks is characterized by a thematic orientation based on the Israeli scene. The language topics are presented in context and are followed by explicit grammar rules, with special emphasis on enhancing humanistic and educational values,

the integration of all the language skills and the progressive consolidation of former material, including vocabulary. Some of the books in the series are accompanied by WORKBOOKS which provide enrichment and reinforcement activities.

Each of the books in the series is accompanied by a Teacher's Guide, containing a wide variety of suggestions for teachers *and is in accordance with the requirements of the Curriculum.*

The series includes:

☆ *We Live on Telem Street* — Parts I and II (Grades 4 5)
A beginners' coursebook which introduces the Telem Street neighbourhood with its inhabitants in their everyday life. The linguistic material is based on an eclectic methodological approach (i.e. phonic and global reading), and includes texts for reading practice, reading-comprehension exercises, and writing tasks suitable for this age level. The book is accompanied by

(a) A set of posters for classroom use, with ready-to-use word flashcards and pictures of relevant scenes and characters.
(b) Two cassettes containing songs for reinforcing linguistic patterns and conversational texts.

☆ *Together on Telem Street* (Grade 5)
Context-wise and language-wise, this ספר עזר is a follow-up of *We Live on Telem Street*, aimed at pupils able to cope with additional reading and role play material. The book is designed to consolidate the pupils' linguistic competence, and contains reading texts organised in topics.

☆ *Welcome to Telem Street* — Parts I and II (Grade 6)
A coursebook for Sixth-Grade learners of English which aims at consolidating and expanding the linguistic knowledge acquired in Grades 4 and 5. The theme revolves around the Telem Street characters introduced in the former books; the material reinforces basic sound-spelling correspondence patterns, and develops reading-comprehension and writing skills. Vocabulary is glossed in Hebrew and Arabic.

The book is accompanied by TWO WORKBOOKS (Parts I and II) which contain a variety of exercises, games, riddles, grids, and crossword puzzles for reinforcement purposes.

☆ *The Telem Street Gang* (Revised Edition) (Grade 7)
This book, presenting a chain of events based on the adventures of the Telem Street youngsters, provides learners with a variety of reading texts, structural and communicative practice, and tasks for developing the reading, listening, and writing skills, all contextualized and related to the theme. *An English-Russian dictionary* (in addition to an English-Arabic dictionary) is included.

The book is accompanied by TWO WORKBOOKS (Parts I and II) which provide additional exercises for reinforcement purposes. The texts needed for the listening assignments are given in the Teacher's Guide (Parts I and II).

The revised edition is geared to the needs of a heterogeneous learner population, and contains material providing opportunities for pair, group and whole-class activities.

American spelling and vocabulary have been preferred, to coincide with the other books in this series for the Intermediate Level (= *Friends Across the Sea* for Grade 8 / *We Are the World* for Grade 9). Pupils who have not used *We Live on Telem Street* in Grade 4, *Together on Telem Street* in Grade 5, or *Welcome to Telem Street* in Grade 6, can still join in, as each book in the Telem series is independent of the others. Vocabulary-wise, however, teachers should note that *lexical items which were first introduced in earlier books are assumed in this book to be familiar, and are treated accordingly.*

☆ *Friends Across the Sea* — Parts I and II (Grade 8)

A comprehensive coursebook that covers the requirements of the official syllabus for this level, and incorporates expository texts based on multi-level themes and a variety of exercises, all related to the Telem Street characters and their American pen-pals across the sea.

The book is accompanied by TWO WORKBOOKS (Parts I and II) which provide reinforcement tasks for self-access learning, pair interaction, and group work, with special emphasis on performance in communication. *The texts needed for the listening assignments are given in the Teacher's Guide* (Parts I and II).

☆ *We are the World* — Parts I and II (Grade 9)

A two-book series for 9th Grade learners, which combines functional, structural and communicative approaches. The book includes grammar practice in communicative-type tasks, reading-comprehension passages on humanistic and educational issues, exercises developing reading strategies and listening-comprehension skills, cloze passages, role play tasks, and suggested discussion topics for pair and group work.

■ **Teaching Foreign Languages in the European Community**

"Eurydice", the Education Information Network in the European Community, has published an information document on the teaching of foreign languages in the Member States of the Community, the main points of which are detailed below, as they will be of interest to English teachers in Israel. The "Member States" are Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Portugal, and the United Kingdom.

"1. There is little or no provision for foreign language teaching in primary education in the Member States. When foreign language teaching does exist, it is mostly experimental, optional or only concerns some schools. However, in Belgium and Luxembourg, which

are in the position of having more than one national language, all national languages are taught: in Luxembourg from the first year, in Belgium from the third year in Brussels, bilingual and German-speaking areas, and from the fifth year in other areas.

2. The teacher at primary level is usually a general primary school teacher with or without a specific qualification to teach foreign languages. In some cases there is in-service training, but this is almost always optional. In almost all cases there is no possibility for teacher or pupil exchanges.

3. Most pupils in all the Member States have the opportunity to learn at least one foreign language from the first year of secondary education. In almost all cases a first foreign language is compulsory, irrespective of the section or branch chosen. It is usually taught for 2 to 6 hours per week depending on the country involved.

4. Apart from Belgium and Luxembourg, where one of the national languages is usually the first foreign language, the most widespread language is English, followed in a few instances by French or German. Spanish, Italian and others may be offered.

5. In the case of the 'English-speaking' Member States (the U.K. and Ireland), the first foreign language is usually French. However, in a very few schools it may be German or Spanish, or even Italian or Russian.

6. In most Member States pupils have the opportunity to learn a second foreign language, although not usually from the first year of secondary education. When there is a second foreign language, it is often compulsory, again irrespective of the section or branch chosen. It is usually taught from 2 to 4 hours per week, depending on the country involved.

7. The choice of second language is usually between German, Spanish and Italian (as well as English and French), and in a few cases also Russian and various others.

8. In some Member States pupils have the opportunity to learn a third foreign language, mostly at 'Upper Secondary' level. This may be compulsory or optional depending on the country concerned and the section or branch chosen.

9. The teacher at secondary level is a specialist in at least one language and sometimes two, often depending on whether he/she teaches at 'Lower Secondary' or 'Upper Secondary' level.

10. Teachers at 'Lower Secondary' level are trained either in special teacher training establishments or in universities, usually for three to four years and usually including a period of teaching practice. In all cases there is in-service training, usually in the home country, and it is almost always optional.

11. Teachers at 'Upper Secondary' level are almost always trained in universities, usually for four to six years and usually including a period of teaching practice. In all cases there is in-service training and again this is usually in the home country and is almost always optional.

12. There are some teacher exchanges between many of the Member States at secondary level, although they are almost always optional. This applies to future teachers and to those already in service.

13. There are very few pupil exchanges at 'Lower Secondary' level, but more at 'Upper Secondary' level. In both cases, they are optional and often privately arranged."

■ **Catalogue of Approved Software for Teaching English**

The Centre for Technological Education, Holon, has published a provisional official catalogue of approved software for teaching English, *which is available free of charge from the English Inspectorate, Ministry of Education, Jerusalem 91911.* The catalogue is only "provisional" as a number of programs are still being corrected according to the requirements of the Centre; it is expected that the full catalogue will be issued by the beginning of the next school year.

Each program in the catalogue is described in terms of its publisher, name, the hardware for which it is appropriate, the subject (e.g. 'grammar'), details of the contents, and the pupil population it is meant for. Teachers using computers in their teaching should obtain a copy of this provisional catalogue and, at a later date, of the full catalogue.

■ **Achievement etc. Tests for Grades 6, 7, 8, 9** (repeat notice)

As reported in the last issue of the JOURNAL, the following tests are available *free of charge* in the form of Teacher's Kits; schools will photocopy copies for the pupils.

Grade 9: Achievement Test; Teacher's Guide.
Grade 8: Diagnostic Test; Progress Tests; Achievement Test; Teacher's Guide.
Grade 7: Diagnostic Test; Achievement Test; Teacher's Guide.
Grade 6: Teacher's Guide; Achievement Test.

Apply on school-headed notepaper to: English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

■ **Teaching the Pedagogical Grammar of English** (repeat notice)

This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from Ministry of Education distributors (see list in these pages).

■ **New English Syllabus for Schools** (repeat notice)

Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence

and Performance; 3. Communicative Methodology; 4. Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot", Rehov Karlebach 29, Tel Aviv; Mada, Herzl 49, Haifa; Radik, Gershon 25, Beersheba; Lotos, Allenby 99, Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Eric Cohen Books, Rehov Hasadna 7, Raanana, P.O.B. 2325 (Tel. 052-453206, 455345).

■ **Newspapers in Simplified English**

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC Times — for Grades 5, weaker 6, good Grade 4.

Just for You — for Grades 6 and weaker 7.

Good Times — for Grades 7, 8, 9

Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.

English Express — for Grades 9, 10 and for students preparing for the 3-POINT Bagrut. Exercises, news, sport, entertainment, stories.

Address: GOOD TIMES, P.O.B. 3576, Jerusalem 91035, Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:

Hey There! — for Grades 7–9, and less advanced pupils in upper grades.

Student Post — for Grades 10–12.

Yours —for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.

Address: THE JERUSALEM POST, P.O.B. 81, Jerusalem 91000, Tel: 02-551651, 02-551616, Ext. 293.

■ **Collections of Past Bagrut Papers**

Eric Cohen Publishers (Tel: 052-453206) have published the following collections of past Bagrut papers:

FOUR and FIVE POINTS, 1984–1990

THREE POINTS, 1983–1990

GEMER, 1982–1990

■ **Distributors of Ministry of Education Publications** (including the *English Teachers' Journal*)

1. תל־אביב — "אטלס" — צ'לנוב 49, טל' 03-378901, 03-377890. מרכז תצוגה, רכישה מקום

2. ירושלים — "אטלס" — שושן 4, טל' 02-247764.
3. ירושלים — אריק כהן, בנין כלל, חנות 320, טל' 02-241733, רכישה במקום.
3. תל-אביב — שיווק אמיר, אלקלעי 7. טל' 03-446095.
4. תל-אביב — "מורשת" — אבן גבירול 116, טל' 03-449485.
5. תל-אביב — "ספרי" — נחלת בנימין 30, טל' 03-654517.
6. תל-אביב — "ספרי" — דרך ההגנה 67, שכונת התקוה, טל' 03-336833.
7. תל-אביב — "ספרי" — אחימאיר 27, רמת אביב ג', מרכז מסחרי, טל' 03-410968.
8. בת-ים — "שוורץ" — הרצל 45, בת-ים, טל' 03-860036.
9. בת-ים — "ספרי" — בלפור 120 (סוכנות יפה את בניטה), טל' 03-588165.
10. רמת-השרון — "ספרי" — אוסישקין 20 (סוכנות לתלמידים), טל' 03-480252.
11. רחובות — "דבר" — הרצל 168, טל' 08-453789.
12. חולון — "ספרי" — סוקולוב 79, טל' 03-885797.
13. חולון — "גול" — סוקולוב 100, טל' 03-80848.
14. פתח-תקווה — "סנדרס" — סוכן נייר, הזמנות בטל' 03-992876.
15. רמת-גן — "ספרי" — ז'בוטינסקי 31, ת"ד 3101. טל' 03-7515121.
16. רמלה — "פאפיוס" — שדרות הרצל 73, רמלה, טל' 08-229271.
17. ירושלים — "בית הלל סלוצקי" — הלל 4, טל' 02-244848.
18. ירושלים — תמיר — רח' בית הכרם 29, ירושלים.
19. ירושלים — תמיר — רח' בן-יהודה 2, טל' 02-249556.
20. בית-שמש — "מסדה" השבעה 6, טל' 02-912416.
21. חיפה — אריק כהן, סמטת צידון 3 (פינת נביאים), טל' 04-661259. רכישה במקום.
22. חיפה — "אטלס" — דבורה, טל' 04-667473.
23. חיפה — "בטלהיים את תמיר בע"מ" — נורדאר 34, טל' 04-641666, 04-667045.
24. חיפה — "ספרי" — החלוץ 16, טל' 04-662465.
25. רעננה — "אריק כהן" — חנקין 5, טל' 052-31725, 052-455345, 052-453206. רכישה במקום
26. רעננה — "ספרי" — קרן היסוד 1 (פינת אחוזה), טל' 052-912874.
27. עפולה — "דבר" — ארלוזורוב 11, טל' 065-93531.
28. כפר-סבא — "אלדין" — ויצמן 89, טל' 052-442851.
29. נתניה — "ספרי" הרצל 34, טל' 053-23991.
30. טבריה — "ספרי" — כיכר רסקו.
31. צפת — "גרינבוים" — ירושלים 59, טל' 069-30249.
32. באר-שבע — "רודיק" גרשון 25, טל' 057-32000, 057-78110.
33. באר-שבע — "ספרי" — ההסתדרות 38, טל' 057-70692.
34. ניתן לבצע הזמנות בכתב במרכזים בפדגוגיים ברחבי הארץ.

■ **New Courseware: B.E.S.T. — Basic English for the Study of Technology** (communicated)

Basic English for the Study of Technology (BEST), by Rita Dick, is a course of elementary Technical English which deals with the acquisition of the technical language required in everyday life and for the study of various technical subjects. The Study

BEST COPY AVAILABLE

Kit — "Electrical Household Appliances" (Parts 1 and 2) — consists of readers, workbooks, slides, cassettes, TECA courseware and a Teacher's Guide. The courseware is composed of 22 lessons and consists of reading comprehension assignments, educational games, vocabulary practice and tasks to be undertaken. It is suitable for IBM/PC and compatibles.

Student Population

B.E.S.T. is recommended for beginning and intermediate level students who need to acquire a basic knowledge in Technical English, which will be appropriate for most school Trends. It is suitable for first or second year students in various institutes of vocational training, such as industrial schools, apprenticeship centres, vocational high schools and adult technical training institutes.

Objectives

(a) to encourage students to perform tasks and to communicate in English.
(b) to motivate students to learn simple basic technical concepts and to enjoy the process of learning.
(c) to help students advance at their own pace.

Technical Concepts

The technical material includes the following:

(a) definitions and descriptions of appliances, their components, location, functions and uses.
(b) using a catalogue or a directory.
(c) occupations.
(d) hand-tools and their use.
(e) following instructions and drawing conclusions.
(f) symbols on a flat lay-out.

Language

The language taught is based on the integration of general and technical English. Authentic data and technical concepts are presented in practical everyday situations. The language is not highly specialized in any field.

Skills

Throughout the course, the four skills of English Language Teaching are stressed: listening and reading comprehension, speaking and writing. The emphasis is on reading comprehension. Each unit is structured as follows: presentation, practice and reinforcement, development and testing.

B.E.S.T. is a joint project of ORT and ITR — Institute for Teaching Resources (המכון לאמצעי הוראה).

■ **"Opening lines", Supplementary Reader** by *Sheila Been* (communicated)

"Opening Lines", a supplementary reader (i.e. not an integrated textbook), published by Eric Cohen Books, is intended for young readers who are inexperienced in reading English. It presents 11 passages, five short and six longer ones. The stories, written within a limited range of grammar, are in authentic, albeit simplified, language and have been chosen for their interest and variety. The book's main objectives are to appeal to the readers cognitively and affectively and to enrich vocabulary. These objectives are met in the following ways:

*by inviting constant interaction with the ideas in the text and frequent opportunities for general discussion;

*by providing guidelines regarding the discourse structure of short stories, so that the readers are given tools to help them locate information, identify and understand the writer's purpose and to react critically;

*by gradually developing an awareness of the morphological structure of English, so that learners are able to generate new words;

*by introducing vocabulary in contexts which allow for educated guessing.

Each story is preceded by a pre-reading section, designed to draw on the general knowledge of the reader, to raise expectations about the text and to plant an information gap and therefore a purpose for reading. The exercises are divided into the following sections: UNDERSTANDING THE FACTS (these questions focus on the comprehension of important information), READING BETWEEN THE LINES (these questions encourage either inference or critical evaluation — multiple-choice, true/false, etc. in which the reader is not required to write or speak freely in English), and VOCABULARY (these questions are designed to present and re-enter the new vocabulary in a variety of standard exercise types).

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS

1. Using a "Walkman" in the Listening Comprehension Test

Bagrut examinees at all levels are allowed to use a "walkman" radio in order to hear the text clearly, on the following conditions:

(i) using the radio does not disturb other examinees.

(ii) the radio is used for reception only, and not for recording the broadcast.

2. Ban on Computerized Dictionaries in the Examination

Despite the undoubted advantages of computerized dictionaries, they must not be used in the Bagrut examination so that examinees who are unable to afford them will not be disadvantaged. If and when the price of these dictionaries drops considerably, the English Advisory Committee of the Ministry will reconsider the issue.

3. New Immigrant Examinees: 3 Points, 4 Points, Gemer

Bagrut and Gemer examinees who are classified as "new immigrant pupils" by the Ministry are allowed to use any bilingual dictionary, instead of an English-Hebrew one, in the above examinations. Likewise, they may answer in their mother-tongue (or whatever their stronger language is), where the instructions call for answering in Hebrew.

4. Listening Comprehension Test for 3 Point Examinees

The English Advisory Committee of the Ministry of Education have considered the unsatisfactory performance of 3 Point examinees in the Listening Comprehension Test, which is the same test for 3, 4 and 5 Point examinees, and have decided that the existing multiple-choice format is unsuitable for these weaker learners. The ten questions and 40 responses make it into a reading comprehension task as well as a listening one. A number of new formats are now being tried out in schools, including Hebrew/Arabic multiple-choice and a series of short questions in English (20–30 in number) to be answered by "Yes", "No" or "I don't know" (correct answer: 1 point, incorrect answer: -1 point, "I don't know": 0 points). It is hoped to introduce a new format in the 1992 or 1993 examination.

5. Changes in the Marking Scale for the Oral Bagrut: the "Monologue" (Fluency)

The following changes have been introduced in order to adapt the "Fluency" scale to the specific requirements of Extended Speech ("monologue"), since in other areas

"fluency" involves interaction between two or more examinees. There is no change in "Accuracy" in the Monologue and no change in "Fluency" in the other activities of the Oral Battery Test.

LEVEL 0 — silence or near-silence.

LEVEL 1 — less than single sentences, fragmentary speech; intrusion of Mother-Tongue; doesn't speak on the subject; doesn't utilize the full amount of time allocated (i.e. speaks for 1 minute only).

LEVEL 2 — single-sentence utterance; intrusion of Mother-Tongue; hesitant and clearly translating mentally; many repetitions, fixed phrases and formulae. Contents mostly irrelevant to the subject. No use of discourse markers (e.g. sentence connectors). Doesn't utilize the full amount of time allocated (i.e. speaks for 1 minute only).

LEVEL 3 — clear organization of material (introduction, development, conclusion). Able to express himself/herself with some effort on the subject selected. Discourse unit of more than one sentence, though stilted; little use of cohesion/discourse markers. Falls somewhat short of the length of time allocated (i.e. speaks for 2 minutes).

LEVEL 4 — clear organization of material (introduction, development, conclusion). Occasional hesitations, adequate use of cohesion/discourse markers. Able to express himself/herself effectively in conveying the subject matter. Utilizes the full length of time allocated (3 minutes).

LEVEL 5 — ability to present the subject matter comparatively effortlessly (but within the context of English as a foreign language), to organize the argument logically, clearly and appropriately (correct Register). High level of fluency through the use of discourse markers and cohesion. Clearly able to speak for a longer time than the 3 minutes allocated.

APPROVED TEXTBOOKS FOR THE 1991-1992 SCHOOL YEAR

The following list is of textbooks already published at the time of going to press; new textbooks, on being approved by the Ministry of Education, will be listed in the ENGLISH TEACHERS' JOURNAL. This list does not include enrichment material, extensive reading, etc. The division into Grades is a rough one only, and teachers will of course decide for which class a book is appropriate, whatever the Grade listing below. For accompanying audio-cassettes, see ENGLISH TEACHERS' JOURNAL, 41, December 1990.

GRADES 4 and 5
I Like English — Zafra Tatcher
I Like English — Zafra Tatcher and Tova Teitelbaum (intensive reader)
My First Book — Lucy Marnin and Anna Sotto
English Pages — Nili Almagor (weaker learners)
Friends — Nili Almagor (more advanced learners)
I Can Read English: See, Hear and Read — Ada Fuchs
We Live on Telem Street, Part I, Part II — Shoshana Postol
A First Reader and Workbook (four booklets) — Lillian Englander
Let's Read and Write, an ABC Workbook — Lillian Englander
ESH 2 (English for Speakers of Hebrew), Pre-Reader (preferably used as a supplementary textbook)
English Calling — Lynn Gamady and Lena Benjamin
At Work and at Play — Lucy Marnin and Anna Sotto (Grade 5)
My English Book — Ada Fuchs (Grade 5)

Educational Television
Candy Can Do It, Pupil's Book, Activity Book, Stage I, Stage II (Grade 4)
Neighbours, work-book — Shelly Ganiel (Grade 5).

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GRADE 6
ESH 4/5, Language
ESH 4/5, Reader
Welcome to Telem Street, Part I, Part II — Shoshana Postol
Window To The World — Judy Yaron, ed. Sheila Been

Joey and Liz in Space — Lillian Englander
More About Joey and Liz in Space — Lillian Englander

Educational Television
Here We Are, Pupil's Book, Pupil's Exercise Workbooks (regular edition); Shortened Programmed Worksheets (alternative edition).

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GRADE 7
ESH 6, Language — Elite Olshtain, Ruth Benziman, Lenora Goell, Heni Kneller
ESH 6, Reader — Maureen Bassan, Ruth Benziman, Carol Crumlish, Lenora Goell, Heni Kneller, Elite Olshtain
The Telem Street Gang — Shoshana Postol
Fun In The Sun — Judy Yaron (weak learners, B level; also Grade 8)
Lexiland — K. Baron, G. Bergman
The Junior Files: File I: *English for Today and Tomorrow* — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik (advanced learners)
ESH 7: Step by Step (weak learners)

Educational Television
Signal CQ, Pupil's Book
Debby in Hospital, Regular Edition Pupil's Book; Alternative Edition Pupil's Book
Adventures in Listening (alternative edition, listening comprehension).

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GRADE 8
ESH 9, Language — Elite Olshtain, Ruth Benziman, Heni Kneller
ESH 10, Reader — Elite Olshtain, Maureen Bassan, Netti Loewenstein, Ruth Benziman
Friends Across the Sea, Part I, Part II — Shoshana Postol
Mixed Bag — Marcelle Dray, Dalia Stein (advanced learners)
Up to the Top — Rena Keynan (weak learners)
On the Spot — Gavriella Shoshani, Rivka Bar-Hama
ESH 8, Step by Step — Elite Olshtain, Ruth Benziman, Heni Kneller (weak learners)
I Heard That (listening comprehension) — Nomi Ballas, Carol Goldfus
Teens Work It Out — Rahel Saperstein (weak learners)
The Junior Files: File 2: *English for Tomorrow* — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik (advanced learners)
A Collection of Stories — Yaffa Kleiner (reader to accompany a textbook)

Educational Television
Crime and the Law, Regular Edition Pupil's Book; Alternative Edition Pupil's Book
Television Tales, Pupil's Book, Workbook
English! English! English!, Pupil's Book

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GRADE 9

Destination English — Ruth Baratz

ESH 11, Language/Reader — Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan

ESH 12, Language/Reader — Ruth Berman, Elite Olshtain, Ruhama Kulbersh, Siona Kronfeld, Maureen Bassan

ESH, English Here and Now, Book I (for late starters) — Roberta Stock, Ruth Olin, Miriam Schcolnik

Stepping Stones — Anna Sotto (reader to supplement a textbook)

The Lively World of English, Part I, Part II — Lea Kirshenberg

I Am A Teenager — Rahel Saperstein (weak learners)

We Are The World, Book I, Book II — Shoshana Postol

Let's Connect — Judy Kemp, Elana Milstein (experimental only; not yet published in full)

What An Adventure — Anna Sotto (reader to accompany a textbook)

Kids and Other People Tamar Sachs (reader to accompany a textbook)

Focus Series (supplementary — skills in reading comprehension): *Time After Time; Tie It Together; What's the Point; Look for Yourself; Use the Clues* — Susan Nissan, Fay Ginzberg, Siona van Enter, Sara Kol

Educational Television

English by Television, Stage 5: Regular Edition Pupil's Book; Alternative Edition, Part I, Part II (supplementary materials to accompany textbooks)

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GRADE 10

Communicating in English, I — Joe Lison

ESH, English Here and Now, Book II (for late starters) — Ruth Olin, Miriam Schcolnik

Meaning in English — Natalie Hess, Shai Aran

Can I Help You? — Rivka Horowitz, Brenda Liptz (weak learners)

Closing Circles — Lea Kirshenberg

Our Kind of English — Alan Lipsey

ESH, Reading Everywhere — Joan Glasner, Lola Katz (reader to accompany textbook)

Themes in Prose and Poetry — Valerie Whiteson, Nava Horovitz (reader to accompany textbook)

On the Way to English — Hazel Camron (weak learners)

Educational Television

Mission Possible, Workbook (weak learners)

Here, There and Everywhere (with ESH): *Along the Way; On the Move; Out On Your Own; Different Viewpoints*

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GRADES 11–12

Follow Me (weak learners, preferably as supplementary material), with video
Communicating in English II — Shlomo Kernerman
Communicating in English, III — Shlomo Kernerman
TIES — Rivka Bar-Hama, Arlyne Gozali, Gavriella Shoshani
Passages for Reading and Listening Comprehension — Lea Kirshenberg
It Stands to Reason — Natalie Hess, Evelyn Ezra (advanced learners)
Learning to Listen and Listening to Learn — Yael Bejarano (listening comprehension)
Green Lights to English — Ronald Green (3 and 4 Points pupils)
Encounters — Sue Kerman, Ditza Verter (3 and 4 Points pupils, Grade 11 — not yet finally approved)
The English Files: Cloze for Reading Comprehension — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik
New Contexts for English — Valerie Whiteson
Practical English — Alan Lipsey
ESH, Advanced Level, I — Ruth Berman, Roberta Stock, Sara Kol
ESH, Advanced Level, II — Roberta Stock, Sara Kol, Ruth Berman
New Ways to English, I, II — Hazel Camron (weak learners, GEMER pupils)
Using Your Dictionary as a Learning Tool — Menachem Bloch (supplementary)
Ready to Speak — Ruth Baratz, Crystal Horvitz (preparation for oral Bagrut)
A Course in Translation — E.A. Levenston (for "Translation Skills" programme)
The Contrastive Analysis of English and Hebrew — ed. Raphael Gefen (for "Translation Skills" programme)
Better Reading, I — Renée Wahl and Zippa Schondorf

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GRAMMAR PRACTICE BOOKS

Grammar for the 6th Grade — Marcelle Dray & Sheila Been
Grammar for the 7th Grade — Marcelle Dray & Sheila Been
Grammar for the 8th Grade — Marcelle Dray & Sheila Been
Grammar for the 9th Grade — Marcelle Dray & Sheila Been
Grammar for the 10th/11th Grades — Marcelle Dray & Sheila Been
Grammar Practice and Review — J. Baum
PACE (*Practicing Accurate Communication in English*) — Rivka Bar-Hama, Arlyne Gozali, Miriam Westheimer

English Grammar for Hebrew Speakers — Michael Toben
English Language Workbook — Lea Kirshenberg

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TECHNICAL ENGLISH TEXTS, GRADES 10–12
Modern Office Guidance — Nava Horovitz, Talia Glass
Office Situations (GEMER Level) — Nava Horovitz, Talia Glass
1. *In the Office*; 2. *The Receptionist*; 3. *Directions*; 4. *Letter Writing*; 5. *Handling Mail*; 6. *Filing*; 7. *Office Supplies*; 8. *Looking for a Job*; 9. *Travel Arrangements*

Tools and Tactics in Reading Technical English, I, II, III — Krindal and Mosteisser
English that Works — Tamar Feuerstein, Rahel Tal (advanced learners)
Basic English for the Study of Technology, Electrical Appliances — Rita Dick (weak learners)

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DICTIONARIES, GRADES 10–12
Oxford Advanced Learners' Dictionary of Current English — A.S. Hornby (5 Points)
Oxford Student's Dictionary — A.S. Hornby (5 Points)
Collins English Learner's Dictionary (5 Points)
Longman Dictionary of Contemporary English (1987 edition) (5 Points)
Oxford English-English-Hebrew Dictionary (4 Points)
Harraps English-English-Arabic Dictionary (4 Points)

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READING PROGRAMME, GRADES 11–12
(Note: There is no Ministry syllabus for non-fiction prose essays and articles. Such items listed below are examples only.)
Talking About Literature — Natalie Hess, Evelyn Ezra
All My Sons (with accompanying video cassette) — Sheila Been
Quest for Identity — Yosef Levi (nonfiction)
Everyman's English Secondary Level Literature (publ. Everyman's (Open) University)
1. *The Blind Man* — D.H. Lawrence
2. *All My Sons* — Arthur Miller
3. *American Poems* ("I Saw in Louisiana a Live Oak Growing"; "Stopping by Woods"; "Mending Wall"; "The Picnic")
4. *British Poems* ("Musée des Beaux Arts"; "In Time of 'The Breaking of Nations"; "To An Athlete Dying Young"; "Sonnet XVIII")
5. *Eveline* — James Joyce

6. *One Vote for This Age of Anxiety* — Margaret Mead (non-fiction)
7. *My Secret World of Idiom*, and *Courtship Through the Ages* — James Thurber (non-fiction)
8. *The Standard of Living* — Dorothy Parker
9. *Everything that Rises Must Converge* — Flannery O'Connor
10. *My Dungeon Shook* — James Baldwin (non-fiction)

Audio-Cassettes are available for most of the above, from the Open University, Educational Television Centre, and the National Pedagogic Centre.

ESH, Volume I: Essays and Poems; Volume II: Stories and Plays

EMT (English Matriculation Texts) — Alice Shalvi (ed.)

Volume 1 — Full Program (5 Points)

Volume 2 — Shorter Program (4 Points)

The Glass Managerie — ed. Alice Shalvi

Poems — ed. Alice Shalvi

All My Sons — ed. Alice Shalvi

R.I.C.H. (Relevant Issues in Contemporary Humanism) — Ora Zohar, Arleen Eidelman, Susan Haber, Aviva Pinchuk (non-fiction)

A R.I.C.H. Choice (weaker learners; non-fiction)

ALE (Advanced Level English), 1–10 — Kernerman Publishing

1. James Baldwin: *My Dungeon Shook* (non-fiction)
2. Bernard Malamud: *A Summer's Reading*
3. James Thurber: *My Secret World of Idiom* (non-fiction)
4. Dorothy Parker: *The Standard of Living*
5. James Thurber: *Courtship Through the Ages* (non-fiction)
6. James Joyce: *Eveline*
7. Enrique Vargas: *The Jet Age Malady* (non-fiction)
8. Margaret Mead: *One Vote for This Age of Anxiety* (non-fiction)
9. Flannery O'Connor: *Everything That Rises Must Converge*
10. Philip Roth: *Eli the Fanatic*

ALE (Advanced Level English), 11–14

11. John Steinbeck: *The Leader of the People*
12. Pearl Buck: *The Enemy*
13. Somerset Maugham: *Mr. Know-All*
14. Jesse Stuart: *The Split Cherry Three*

Plays — Kernerman Publishing

Arthur Miller: *All My Sons* (with Simon Wiesenthal: *The Sunflower*)

George Bernard Shaw: *Pygmalion*

Susan Gaspell: *Trifles*

The Plight of Soviet Jewry — Carol Goldfus, Nomi Ballas

BOOKS FOR TEACHERS: A SELECT BIBLIOGRAPHY

by *Tzilla Kratter*, David Yellin Teachers' College

The following is a list of books for teachers, based on the 1990/91 catalogues of the following publishers: **BBC** = British Broadcasting Corporation; **C** = Cambridge University Press; **Co** = Collins; **H** = Heinemann; **L** = Longman; **Lt** = Language Teaching Publications; **M** = Macmillan; **MOE** = Ministry of Education; **O** = Oxford University Press, **P** = Pergamon Press; **S** = Scott, Foresman & Company.

The list has been compiled according to topics.

The addresses of the publishers appear at the end of this catalogue.

A. Methodology and Language Teaching — Publisher

1. *Five-Minute Activities* (Penny Ur & Andrew Wright). A resource book of over 100 ideas for short activities, all of which can be used effectively with little or no preparation. — C
2. *Drama Techniques in Language Learning* (Alan Maley & Alan Duff). Source books which can be used with students at all levels. — C
3. *Dictation* (Paul Davis & Mario Rinvolucri). Offers new techniques to extend the traditional language learning activity of dictation. — C
4. *The Recipe Book* (ed. Seth Lindstromberg). Interesting learner-centred activities. — L
5. *Effective Class Management* (Mary Underwood). Practical advice for new teachers or for teachers looking for a fresh approach. — L
6. *Teaching English Through English* (Jane Willis). A practical training course in the effective use of classroom English and in language teaching skills and techniques. — L
7. *The Practice of English Language Teaching* (Jeremy Harmer). Guide and Reference work for teachers of EFL & ESL. — L
8. *Communication in the Classroom* (Keith Johnson & Keith Morrow). A collection of papers on the practical application of ideas arising from a communicative approach to various areas of language teaching. — L
9. *Designing Tasks for the Communicative Classroom* (David Nunan). Includes theoretical and practical aspects of communicative task design. — C
10. *Lessons from the Learner* (Sheelagh Deller). Student-generated activities for the language classroom. — L

11. *Techniques for Classroom Interaction* (Donn Byrne). Interaction activities for accuracy and fluency. L
12. *The Confidence Book* (Paul Davis and Mario Rinvolucri). Includes a range of activities, requiring little or no preparation time, designed to increase learner confidence. L
13. *Alternatives* (Richard & Marjorie Baudains). Games, exercises and conversations for the language classroom. L
14. *Practical Techniques for Language Teaching* (Michael Lewis & Jimmie Hill). Written in the form of short discussions of over a hundred important issues on classroom management, listening, vocabulary etc. Lt
15. *Communicative Ideas* (David Norman, Ulf Levihn, Jan Anders Hedenquist). Introduction and practical ideas for communicative classroom activities. Lt
16. *Teaching Techniques for Communicative English* (Jane Revell). Provides ideas and techniques to bridge the gap between language in the classroom and the world outside. M
17. *Large Classes* (Rob Nolasco & Lois Arthur). Provides practical well-tried ideas which will make mixed-ability classes communicative. M
18. *Mixed Ability Classes* (Luke Prodromou). Discussion and suggestions which will be applicable in a wide range of teaching situations. M
19. *Individualisation* (ed. M. Geddes & G. Sturtridge). Discusses various aspects of individualisation and self-access learning and includes practical suggestions for setting up a self-access centre. M
20. *English Syllabus for Schools* (English Inspectorate). Contents include methodological guidance in teaching the various skills and language domains in Israel schools, and a chapter on Communicative Methodology. MOE
21. *A Practical Guide to the Teaching of English* (Wilga M. Rivers & Mary S. Temperley). Language teaching methods in the light of recent research in psychology and linguistics. O
22. *Drama* (Charlyn Wessels). Practical advice on how to use drama in class to promote language acquisition. O
23. *Translation* (Alan Duff). Use of translation in the language class. O
24. *Self-access* (Susan Sheerin). Designed to help teachers with the practicalities of setting up and managing self-access study facilities. O

B. Listening, Language Laboratory

1. *Teaching Listening Comprehension* (Penny Ur). A resource handbook for teaching listening comprehension. C
2. *Teaching Listening* (Mary Underwood). Focuses on listening tasks and gives guidance in selecting materials suitable for students' needs. L
3. *Developing Listening Skills* (Shelagh Rixon). Practical guide for teachers on how to approach listening practice. M
4. *Bring the Lab Back to Life* (Philip Ely). Ideas and activities for using language laboratories. P

C. Oral Production

1. *Discussions That Work* (Penny Ur). Task-centred fluency practice. C
2. *Keep Talking* (Friederike Klippel). A detailed practical guide to communication activities. C
3. *Once Upon A Time* (John Morgan & Mario Rinvolucri). A handbook describing different principles and techniques for using stories in the language classroom. C

4. *Conversation* (Rob Nolasco & Lois Arthur). Aims to develop students' ability to speak English fluently and confidently, especially in less formal contexts. O
5. *Role Play* (Gillian Porter Ladousse). Includes 60 activities suitable for use with classes of all sizes. O

D. Reading

1. *Developing Reading Skills.* A Practical Guide to Reading Comprehension Exercises (Francoise Grellet). Handbook for teachers who wish to develop their own reading material and who wish to enrich a reading course. C
2. *Teaching Reading Skills in a Foreign Language* (Christine Nuttall). Guide to all aspects of teaching reading, from beginners to advanced. H
3. *Reading in the Language Classroom* (Eddie Williams). Problems of reading and reading comprehension; materials and methods. M
4. *Using Readers in Language Teaching* (Tricia Hedge). Practical guide to exploit readers' creativity. M
5. *Talking Texts* (Randal Holme). Activities to enrich speech and focus on intensive reading skills (mid 91?). L
6. *Class Readers* (Jean Greenwood). Activities, practical advice and suggestions on how to exploit class readers. O
7. *Enhancing Reading Comprehension* (Tamar Feuerstein).

E. Writing

1. *Process Writing* (Ron White & Valerie Arndt). Aims to develop writing proficiency through 'process writing'. L
2. *Teaching Writing Skills* (Donn Byrne). Various kinds of writing activities built into a writing programme. L
3. *Teaching English Writing* (Anita Pincas). Writing as a special part of language teaching with its own aims and techniques. M
4. *Writing* (Tricia Hedge). Presents a range of tasks which reflect current thinking on the process of writing. O

F. Vocabulary

1. *Working with Words.* A Guide to Teaching and Learning Vocabulary (Ruth Gairns & Stuart Redman). Practical guide on how to select, organise and teach vocabulary to all levels of students. C
2. *Vocabulary* (John Morgan & Mario Rinvolucri). Explores various ways of vocabulary acquisition. O

G. Visual Aids

1. *Pictures for Language Learning* (Andrew Wright). Using pictures and activities for whole classes, groups and pairs of students. C
2. *1000 Pictures for Teachers to Copy* (Andrew Wright). Sourcebook including hints on how to draw and demonstrations of basic techniques. Co
3. *Visual Impact* (David A. Hill). Language Learning through pictures. L
4. *Visuals for the Language Classroom* (Andrew Wright and Sofia Haleem). Visuals that can be made with the minimum of time, money and artistic talent. L
5. *Picture That!* (Donn Byrne & Maria Hermittee). Practical guide to drawing from simple lines to human figures and composite scenes. M

6. *Visual Aids for Classroom Interaction* (ed. Susan Holden). Articles on the use of visual aids in communicative language learning with numerous examples. M
7. *Look Here! Visual Aids in Language Teaching* (Betty Morgan Bowen). Includes lesson plans and teaching ideas for exploiting visuals. M

H. Games

1. *Games for Language Learning* (Andrew Wright, David Betteridge & Michael Buckby). Revised and greatly expanded edition of a highly successful resource book. C
2. *How to Use Games in Language Teaching* (Shelagh Rixon). Deals primarily with the 'how' and 'why' of using games. M
3. *Language and Teaching Games and Contests* (W.R. Lee). Provides a wealth of language games for all groups and learning levels. O
4. *Word Games* (George P. McCallum). Offers a variety of games suitable for all age groups, language levels, and skill areas. O

I. Grammar and Structure

1. *Grammar Practice Activities, A Practical Guide for Teachers* (Penny Ur). Comprehensive grammar practice activities suitable for a wide range of levels and ages. C
2. *Grammar Games* (Mario Rinvolucri). Over 50 games — each providing practice in one particular grammatical item. C
3. *Teaching and Learning Grammar* (Jeremy Harmer). Simple techniques to improve grammar teaching and increase student motivation. L
4. *The Q Book* (John Morgan & Mario Rinvolucri). Emphasises real communication via the use of questions. L
5. *Teaching the Pedagogical Grammar of English* (Raphael Gefen). Grammar methodology and explication of the structures in the Israel Syllabus. MOE
6. *Grammar in Action: Awareness activities for language learning* (Christine Frank & Mario Rinvolucri). Ideas and activities for practicing all the basic tenses and typical problem areas with elementary and intermediate students. P

J. Literature

1. *Literature in the Language Classroom* (Joanne Collie & Stephen Slater). A resource book of ideas and activities which have been used successfully with a wide range of classes from intermediate level. C
2. *The Inward Ear, Poetry in the Language Classroom* (Alan Maley & Alan Duff). Ideas on the use of poetry to promote discussion and co-operative poetry writing in the classroom. C
3. *Teaching Literature* (R.A. Carter & M.N. Lang). The various aspects of using literature in the ELT classroom. C
4. *Headstarts* (Natalie Hess). One hundred original pre-text lead-in activities (mid 91?). L
5. *Using Literature in Language Teaching* (Jennifer Hill). A handbook of suggestions on ways in which works of English Literature, or sections of them, can be analysed and explored with students. M

K. Testing

1. *Testing for Language Teachers* (Arthur Hughes). Helps teachers to write better tests. C
2. *Testing Spoken Language* (Nic Underhill). A handbook of oral testing techniques. C

3. *Classroom Testing* (Brian Heaton). Important issues on testing. L
4. *Writing English Language Tests* (J.B. Heaton). A manual for teachers who construct tests. L
5. *A Language Testing Handbook* (Andrew Harrison). Practical suggestions and examples for teachers. M
6. *The Oral Bagrut Examination: Guide for Teachers* (ed. Raphael Gefen). Articles on teaching oral skills in preparation for the oral Bagrut exam. MOE
7. *A Practical Handbook in Language Testing for the Second Language Teacher* (Elana Shohamy, publ. by the author). Principles, procedures and examples in planning, writing, administring, analysing and using language tests. Meant for Israeli secondary schools.

L. Error Analysis and Contrastive Analysis

1. *Language Transfer* (Terence Odlin). Cross-linguistic influence in language learning. C
2. *Mistakes and Correction* (Julian Edge). Guidance on how to deal with students' mistakes. L
3. *Language Learners and Their Errors* (John Norrish). Lists errors frequently made by learners. M
4. *Contrastive Analysis: English-Hebrew* (anthology compiled by Raphael Gefen). Error analysis of Hebrew-speaking learners — Lexicon, Syntax, Pragmatics. MOE

M. Video in Language Teaching

1. *Teaching English with Video* (Margaret Allen). A guide to the many uses of the video in ELT. L
2. *Video in Language Teaching* (Jack Lonergan). A practical introduction to the use of video in the classroom. C
3. *Video in the Language Classroom* (ed. Marion Geddes & Gill Sturtridge). Practical issues. H
4. *Video, TV & Radio in the English Class* (Barry Tomalin). Introductory guide to the rationale and methodology of using video, TV and radio in teaching English. M
5. *Video in the English Class* (Barry Tomalin). Videotape and book [book available separately]. Ten activities to help teachers have more productive ideas. BBC
6. *Active Viewing Plus* (Mike Lavery). Practical ideas for using video presented in 'recipe book' style. M

N. Computers

1. *Computers, Language Learning and Language Teaching* (K. Ahmad, G. Corbett, M. Rogers and R. Sussex). Introduction to the field of CALL. C
2. *Computers in Language Learning* (John Higgins & Tim Jones). An attempt to 'demystify' the technology and make it fully accessible to the language teacher. Co
3. *CALL* (David Hardisty & Scott Windeatt). Presents a large number of practical communicative activities based on a variety of computer programs. O

O. Translation

1. *Discourse and the Translator* (Basil Hatim & Ian Mason). Combines translation techniques with linguistic issues. L
2. *Translation from English to Hebrew: A Course for Schools* (E.A. Levenston). Includes chapters on principles of translation, different schools of thought. MOE

P. Younger Children

1. *Teaching English to Children* (Wendy A. Scott & Lisbeth H. Ytreberg). Practical advice for teachers of young learners. L
2. *Beginning English with Young Children* (Opal Dunn). Concentrates on how to cope with the early difficulties in reading, oral English, handwriting and writing. M
3. *Developing English with Young Learners* (Opal Dunn). Helpful for teachers in varied situations in which English is taught to young pupils. M
4. *Teaching Children* (ed. Susan Holden). Approaches and ideas for the teacher of the 6–12 age group. M
5. *This is Fun!* (Series). Teaching resources designed to help the primary EFL/ESL teachers plan their lessons, e.g. Poems and Fingerplays, Class Starters, Flashcard Activities. S

Addresses

(Note: all the above books can be ordered via reputable booksellers in Israel).

1. BBC, Bush House, Strand, London WC2 / Matar-Trivaks Publishers, 24 Levontin St., Tel Aviv.
2. Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.
3. Collins ELT Marketing Department, 8 Grafton Street, London, W1X 3LA, England.
4. Heinemann, 81 Fulham Rd., London SW3 6RB, England.
5. Longman, Longman Group UK Ltd., Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England.
6. LTP — Language Teaching Publications, 35 Church Road, Hove, BN3 2BE, England.
7. Macmillan ELT, Houndmills, Basingstoke, RG21 XS, England.
8. Oxford University Press, Walton Street, Oxford, OX2 6DP, England.
9. Pergamon Press, Headington Hill Hall, Oxford OX3 OBW, England.
10. Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025, U.S.A.
11. Ministry of Education — Eric Cohen Books, POB 2325, Ra'anana 43650 (052-453206).

E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL

P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

by *Ephraim Weintroub*,
National Chairperson

Writing these lines with the Gulf War hopefully behind us, we can draw a deep breath of relief and return to normalcy and routine. It is time to thrust the memories of the sealed room and the accompanying moments of stress from us and to deal with the demands of the ETAI calendar ahead. A brief look at the ETAI calendar this year reveals that despite the difficulties of the past months, the organization has been active and has continued to grow.

Membership stands at this point at close on 1,100 paid-up members, which is a record at this stage of the year. We have tried to reach sectors of the TEFL population in Israel which have been hitherto under-represented in our membership, particularly primary school teachers. A sub-committee headed by Brenda Liptz has been set up to work on this area.

The recent influx of immigration from Eastern Europe has had its ETAI aspects as well. There are some 200 immigrant teachers who will have concluded training courses by the end of this school year and will hopefully be entering the school system. It is hoped to set up local support "buddy" groups, where local teachers will adopt immigrant teachers and help them over their initially difficult months. Ditza Verter of the National Executive Committee, aided by other members, will coordinate this program.

Looking forward to the summer, we have high expectations of what has been labeled the "ACTT Seminar," the ETAI updating course to be designed and organized by a team of Oranim teacher trainers. It promises to be a high note of the summer and from it and like courses, we will provide future leadership for the profession and reinvingorated, more inspired teaching in general.

The winter conference organized by Nava Horowitz and Tsafi Ben-Shachar was an outstanding event — one almost adds — as usual. It was by far the largest winter conference and saw the Bar-Ilan University premises stretched to the utmost. The conference committee for the 1991/92 Winter Conference will have to seriously examine the need to redesign or rethink future conferences in the light of this happy development. Our congratulations go to the organizers for what seemed to be an effortless conference, the fruit of devoted work. Our thanks too go to Maurice Horowitz who willingly gave of his time to ensure the smooth running of the conference.

At the time of the December Conference, most overseas speakers when approached

were loathe to travel to Israel, a potential "risk area." Thus we were deeply moved by Shelagh Rixon's willingness to attend and address the Winter Conference. Shelagh, who has been a stalwart friend of ETAI at the British Council's central office in London, not only addressed the conference, but spent a week travelling the country, visiting branches (Nahariya, the Triangle, Eilat, and Beit Berl). To her go our deepest thanks.

Jim Wingate, who could hardly be called a visitor, spent six weeks in Israel working for a large period of that time with Druze teachers in the North. He too visited several branches and ran a memorable meeting in Jerusalem on January 14, 1991, the evening prior to the countdown to the Gulf Crisis. A friend in need is... Jim Wingate.

We would like to welcome Malcolm Johnson, the new Education Officer of the British Council. He has already shown a willingness to listen and join in, and to give advice and has shown much understanding for our needs. We extend a warm welcome to both Malcolm and his family for a fruitful stay here.

In the fall of 1990, branch leaders met with Cynthia Beresford of Pilgrims for an exciting day which will show its aftermath during the rest of the school year.

After discussions with Mr. Alexander Nahas, the Inspector for English in the Arab sector, it was decided to set up an ETAI branch in Nazareth as a centre for Arab teachers in Galilee. This is a welcome development, as there is a large English teaching population in this area and we are sure that ETAI has something to offer these teachers.

The British Council together with ETAI has agreed to set up a Resource Centre in Nazareth to serve Arab and Jewish teachers. This will probably be the natural meeting place for future ETAI activities in the area. The Centre and branch were due to be inaugurated in May 1991. More details in the next issue of the JOURNAL.

Francine Treat has recently established a branch in Nahariya and has brought her usual expertise, energy, and efficiency to the new branch. Salah Mahajna has been tireless in his endeavors to increase membership and extend activities in the Triangle. Arie Sherris of the Arava-Eilat branch (our most southern group) too has initiated several meetings.

Looking through this report, it is evident that there are many new names among those on the National Executive Committee. We would like to welcome Nava Horowitz, Tsafi Ben-Shachar, Brenda Liptz, Susan Holzman, Lily Belleli, Ella Mazor, and last but not least, Stephen Schulman, who has agreed to be our ETAI National Treasurer. I am sure you will join me in wishing them much hard work and success.

No report can ignore the place of the ETAI Newsletter, which is edited by Susan Holzman and Ruth Baratz. Three issues have been distributed and it is an exciting addition to ETAI. The third issue was most interesting and we look forward to reading further numbers.

This year has not been an easy one, but English teachers have always shown that they have been able to rise both to the challenge and to the occasion. This is what has always made the ETAI fellowship so special.

(Editor's Note: we regret that printing schedules do not permit our including a report of the highly-successful Spring Conference, March 1991. Our next issue will carry a report).

ENGLISH TEACHER!
If you are not already a member of E.T.A.I., then you ought to be! Fill in the coupon and send it to ETAI, POB 7663, Jerusalem.

Dear ETAI,
Please send me details of ETAI membership.

Name _____

Address _____

Telephone _____

School, College, University, etc. _____

ETAI WINTER CONFERENCE, 1990
PROGRAMME

PLENARY SESSION — **Shelagh Rixon** (British Council guest speaker)

Speaker	**Title**
Ephraim Weintroub	ETAI Update
Miriam Melamed	Balancing Activities in Lesson Planning
Shulamit Alon	Why Danny Can't Read and What We Can and Should Do About It
Meryl Jaffe	For Reading Out Loud! Moving Towards Literature-Based Reading Instruction
Brenda West	Creativity and Drama in English
Lily Belleli	Experiencing the Media in the English Classroom
Judy Dobkins	Reading for Pleasure
Steve Hirsch	Slow Learners — Practical Ideas that Work
Sara Shaltiel	The Sense of Audience in the Teaching of Writing
Gaby Shoshani & Rivka Bar-Hama	Where Fun and Learning Meet in the Book "To the Point"
Edna Collins	Recipes! Recipes!
Esther Lucas	Meaningful Activities for EFL
Janette Segal	Native Speakers — A Unique Approach
Lea Aharoni	Incorporating Guidance and Counselling Themes into the English Lessons
Arleen Eidelman	Meet "OTHERS", Portraits of Diversity, Pain and Promise
Sheila Been & Marcelle Dray	Ideas for Checking Grammar Homework

Yitzhak Einav	There's Nothing Like a Game
Valerie Yakar	Dialogue Journals — How to Begin
Miriam Kishon	Immigration and Absorption Year
Zehava Laron	Self-Access Centres
Kinnereth Meyer	The Uses and Abuses of Poetry
Lila Cohen	Humor as a Teaching Device and a Disciplinary Technique
Liora Weinbach	My Russian Experience: Teaching Hebrew in Moscow
Ora Danino	The Organization and Implementation of Groupwork
Judy Segal	"Candy Dan Do It"
Malka Ashkenazi	Creative Writing
Ofra Inbar	Teaching in a Heterogeneous Class
Judy Kemp	Communicative Testing: Is It Possible in the Israeli Classroom?
Brenda Liptz	Techniques for Teaching Slow Learners
Ronald Green	Teaching for the 3 Point and 4 Point Bagrut
Michael Toben	Teaching "Prepositions"
Rachel Saperstein	"Teens Work It Out"
Zehava Becher & Naomi Merhav	Technical English with Computer Assistance (TECA)
Lois Tsur	Grimm and Not So Grim (Storytelling)
Valerie Yakar	I've Got a Handful of Songs to Bring You
Veronica Kardosh	An Exchange of Practical Ideas in Teaching Gifted Children
Hedva Vital & Carol Skinner	Longman's Newest Materials
Gershon Weiner	Laughter, Learning and the VCR
Ephraim Weintroub	What Teachers Do to Pupils and How Pupils Remember Their Teachers
Fay Ginzberg	M-SS-NG L-NKS Computer Program
Yitzhak Einav	Women's Writing and TEFL
PANEL SESSION	English Teaching and the Immigrant — What Can We Offer?

ETAI SPRING CONFERENCE, March 1991, Seminar Gordon, Haifa
PROGRAMME

PLENARY 1	Why bother? Attitudes to Errors and Their Correction (or not) **Raphael Gefen**, Chief Inspector for English
PLENARY 2	English Teaching Across Cultures **Malcolm Johnson**, Education Officer, The British Council

WORKSHOP SESSIONS

Speaker	Title
Lesley Cohen	My Friend "The Monster"; Integrating the 4 skills
Shulamit Alon	Why Danny Can't Read and What We Can and Should Do About It
Ephraim Weintroub	The Song is the Message — Using songs to implement various skills
Noami Rofman	An Update on Dyslexia
Michael Tobin	Don't Run Out on Prepositions
Judy Steiner	Another Way of Marking Compositions
Adam Hurwich	For Reading Out Loud! Moving towards a literature-based reading instruction; how to successfully incorporate classic, contemporary, fun children's literature into the curriculum
Jean Vermel	How Do I know What I Want to Write? Using 3 writing strategies
Shai Aran	Techniques in Reading Comprehension
Avi Tzur	Having an English Day at School
Susan Baram & Nava Gilad	Using the Computer as Another Tool (while being computer illiterate)
Judy Segal	Candy Can Do It and You Can Do It Too with Cycle B — Part 2 of the material that accompanies the TV series will be demonstrated including the reading programme
	Signal C Q — A new textbook for the 7th Grade (ETV)
Lily Belleli	A new Integrated Textbook for the 7th Grade.
Judy Dobkins	Reading for Pleasure — A combination of intensive & extensive reading techniques
Judy Yaron	Window to the World — A new coursebook for the 6th Grade
Tamar Feuerstein	Junior Files II: English for Today and Tomorrow — Teaching language skills in Junior Files, a coursebook for the 8th Grade
Judy Kemp	Let's Connect — A coursebook for the 9th Grade
Gaby Shoshani & Rivka Bar-Hama	To the Point — A textbook accompanied by audio cassettes & diskettes for the computer for the 9th & 10th Grades
Shulamit Alon	Animals! Animals! — A summer activity booklet

LEARNING ENGLISH DURING THE "EMERGENCY

1. NEWS ABOUT USING THE NEWS

by *Judy Steiner,*
Inspector Rural Schools Division

In an attempt to help teachers with their lesson planning during those "not-so-normal" times, I prepared a resource booklet of various ideas of how the newspaper could be used in the classroom, as well as several activities which were related to events of the day.

The first section of this booklet is a list of general ideas of how the newspaper can be used in the classroom, taken and adapted from the book, *Press Ahead* by Barry Baddock (Pergamon Press 1983). This list is not intended to suggest ways of learning about the newspaper; its purpose is to suggest ways to facilitate reading, writing and discussing what is currently going on in our country and in the Gulf region by using the newspaper as an excellent source of material.

The second section consists of different articles, headlines, cartoons, maps, etc. that were taken from the *Jerusalem Post* (Friday, February 1, 1990), with accompanying activities.

The third section presents some activities I prepared which can be easily adapted for use at any level.

Hopefully, the contents of any further uses of a newspaper will henceforth be more optimistic...

SECTION ONE

Using Headlines

1. Have students discuss various headlines in order to deduce the language "rules."
   a. What kind of words are omitted?
      this, that, articles, personal pronouns
   b. How do headlines refer to the past, present and future time?

FORM	MEANING
PAST PARTICIPLE IRANIAN VILLAGE TERRORIZED	PASSIVE = An Iranian village *has been terrorized*
INFINITIVE VOLUNTEERS TO COME TO ISRAEL	FUTURE = Volunteers *will come* to Israel.
SIMPLE PRESENT HOPES RISE FOR PEACE	PAST = Hopes *have risen* for peace.
PARTICIPLE ISRAEL GAINING SUPPORT	PRESENT = Israel *is gaining* support.

c. In order to practice syntax, diagram the grammatical structure of a headline: TWO KILLED IN AIR CRASH

TWO	KILLED IN	AIR CRASH
Two people	have been killed in	an air crash.

Then have the students, in pairs, analyze other headlines in a similar fashion.

d. Jumble up a headline and have the students try and arrange it into the proper order. For more advanced students, jumble up several headlines together and then have them try and sort them out.

2. What unusual words, not usually used in normal speech, are used? Why do you think they are used?
   a. SHORT WORDS FOR LONG: in order to save space, short monosyllabic verbs, nouns and adjectives are preferred to longer, more colloquial expressions ie. AIDE = assistant; CUT = reduce.

Select headlines which are examples of the "short words" and circle the short word ie.

ONE STRIKE AND WE'RE OUT. Have the students find out the different meanings of STRIKE in the dictionary and decide on the most likely meaning.

b. ACRONYMS AND ABBREVIATIONS: UN; VETS (Veterans)

3. In order to help students read for relevant detail, give them the opening paragraph of a news story. Ask them to look for the main point of the article and have them write a suitable headline. They then can compare their headlines with the original headline.
4. Headlines can provide a good stimulus for a writing activity. Give the students a collection of headlines and the first 12 words of the articles that accompany them. Have the students choose one headline and article and ask them to write a paragraph of approximately 100 words. This activity can also be done on tape if you want the students to practice their oral skills. After completing the task, have students compare their paragraphs with each other and then with the original paragraph of the news item.
5. Choose headlines with idioms. Ask the students to try and guess the meaning of the idiom from the headline and/or the first paragraph of the article.
6. For fun, have the students mix up pictures and headlines, allowing for the most ridiculous!

USING THE TEXT OF ARTICLES

1. Ask the students to find synonyms in the article which the reporter used in order to avoid a boring repetition of words.
2. Have the students distinguish words with factual vs. emotional meaning by making a table and listing them.
3. Divide an article into six parts. Divide the class into groups of six students per group. Each member of the group receives one part of the article. Have the students figure out the correct sequence of the article WITHOUT letting them show their part of the article to the rest of the group. In order do this, the students must be able to clearly summarize what their part of the article is about. Then give them the original article so they can check themselves.
4. Let the students build up their vocabulary by trying to categorize words that appear in the article under topic headings ie. THE ECONOMY-boom, slump, in the red, etc.
5. Divide your class into groups. Give each group several articles and ask the students to organize the article into the sections of the newspaper which they belong to or have them classify them according to topic. Give them a time limit!
6. *Press Conference* — Students are told they will hold a press conference in a few minutes. They will be working in pairs. Student A and student B get a different article to read. They are asked to skim the article and try to remember as many points as they

can. Then a reporter (their partner) interviews them. This can also be done as a modified Jigsaw, where students with the same article can get together to discuss the article before they are interviewed. It can also be done as a class competition between two teams. The winning team is the team that can give the most points from the article.

USING CARTOONS

1. Separate 5 cartoons from their captions and ask the students to match them together.
2. Have the students make up their own captions for the cartoons. Let them compare with one another and then with the original.
3. For cartoons with abbreviations in the picture or the caption, give the students letter-blank clues to decipher the abbreviation eg:

USAF = U__t__ S__s A__ F__ce

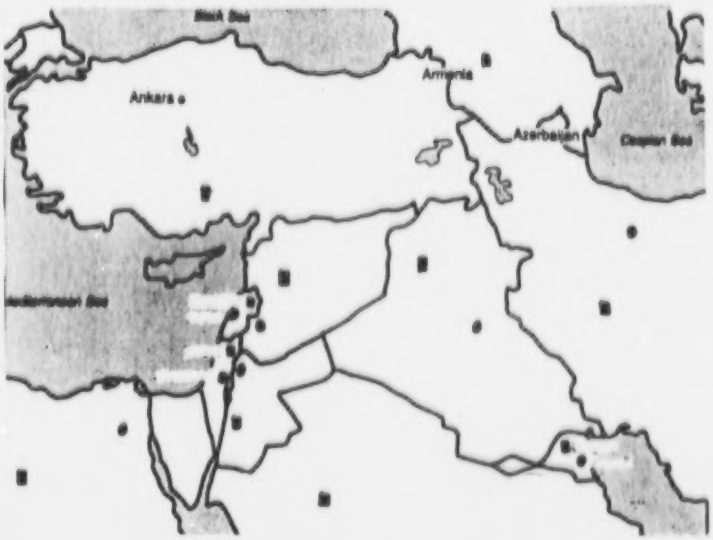
4. *Find the Differences* — Make 5-6 alterations to a cartoon with Typex. In pairs, *A* gets the altered version and *B* gets the original. Ask the students to find the differences between the two by description only without showing each other their original cartoon. It might be a good idea to prepare the students with necessary vocabulary such as prepositional phrases like: on the right, in the background.
5. *Wall Collage* — Collect headlines, pictures, and lead stories. present them in a big, sensational format by hanging them up on the wall as a poster. Allow some room for graffiti!

SECTION TWO

ACTIVITIES

1. Below is a copy of a map of Israel divided into the six different regions. Friends from the United States are visiting with you. Since they do not know Russian (and probably neither do you!), write down the names of the places in English, based on your knowledge of geography, next to the names in Russian. You can then check yourself by looking at the map you have hung up in your sealed room!
2. Below is a map of the Middle East. See if you can fill in the names of the CAPITALS of the countries where there is a DOT and the names of the COUNTRIES where there is a square.

Нагария
Акко
Хайфа
Атлит
Афула
Хадера
Бейт-Шеан
Кфар-Саба
Петах-Тиква
Герцлия
Тель-Авив
Рамле
Иерусалим
Пальмахим
Реховот
Ашкелон
Кирьят-Гат
Эйн-Геди
Беэр-Шева
Эйлат


Black Sea
Armenia
Ankara
Azerbaijan
Caspian Sea

3. a — Write on the blackboard the following headline:

'I wish I could do something useful for Israel'

b — Either as a class discussion or in groups, brainstorm what that "something useful" might be that students could do for Israel.

c — Have the students choose one of the ideas that was discussed, either individually, in pairs, or in groups. Their 'articles' can either be posted on the wall, stencilled off by the teacher or read aloud. Then the students can first be shown the sub-title and then the original article.

11-year-old from Japan donates $800 with heartfelt thought

4. a — Discuss the headline with the class, relating to the punctuation used, the syntax and the abbreviation SLA.

Palestinian bases hit;
SLA kills 3 terrorists

DAVID RUDGE
Jerusalem Post Reporter

ROSH HANIKRA – IDF gunners blasted Palestinian bases in southern Lebanon yesterday, following the second heavy Katyusha attack in 48 hours and a clash inside the security zone in which three terrorists were killed.

Initial reports from Lebanon said as many as five people had been killed and at least a dozen wounded in the artillery barrage.

The reports said the Palestinian refugee camp of Rashediyeh, near Tyre, was hit heavily, as were villages in the Iqlim al-Toufah region in the eastern section of southern Lebanon.

The bombardments followed a rain of Katyushas on the eastern sector of the security zone in the early hours of the morning. The explosions were clearly heard by residents in the north of the country.

A similar volley of Katyushas was fired on Tuesday night. There were no injuries and no serious damage was caused in either incident.

The attacks were apparently launched from PLO bases in the Iqlim al-Toufah region, north of Nabetiyeh.

A short while after yesterday's Katyusha attack, South Lebanese Army troops clashed with a squad of Palestinian terrorists in the western sector of the security zone, some 4 km. north of Moshav Zar'it.

The SLA soldiers spotted the gunmen and opened fire. Three members of Naif Hawatmeh's Democratic Front for the Liberation of Palestine were killed. Two SLA soldiers were lightly wounded.

The terrorists were equipped with rocket launchers, Kalashnikov rifles, hand grenades and battle pouches.

OC Northern Command Maj.-Gen. Yossi Peled visited the scene and de-briefed the SLA troops involved. He also met with SLA commander Gen. Antoine Lahad. The two discussed the recent attacks.

In the afternoon, Peled visited Metulla and assured local residents that the IDF was doing its utmost to ensure their security and safety.

Metulla Mayor Yossi Goldberg said it was evident that the Katyusha attacks were the work of Palestinians who supported Saddam Hussein.

"We knew this was likely to happen and that it is likely to continue until the Gulf war ends," he said. "It's not an easy or pleasant situation, but we have been through worse and we will overcome this as well."

Life in Metulla went on as normal yesterday, with children participating in a series of sports activities at the new recreation center built with the aid of donations from Canadian Jewish organizations.

Goldberg noted that friends in Canada had been in constant touch with him and local residents, helping maintain the high level of morale.

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b — Since students probably will not know the meaning of SLA, have them scan the article to find out what it stands for. In addition, have them list the other abbreviations that are used, together with their meanings.

c — Another idea is to ask the students to scan the article and write down all the names of places and/or numbers that are mentioned and what they refer to.

5. a — Write the following headline on the blackboard and elicit from the students what they think it might mean. If they do not succeed, be patient and go on to the next activity (b)

The show
must not go on

b — Read or write the following captions and ask them if they want to try and guess again what the article might be about now that they have additional information. Don't give the answer away if they still have not figured out what the article is about. Go on to c.

Haim Topol arrives at Ben Gurion airport: 'It was obvious that I should come'.

Jackie Mason found little to laugh about as he tried on his gas mask.

Zubin Mehta rehearses with the IPO.

c — Now read or give out a copy of the sub-heading of the article.

d — Students can either role-play or write dialogues in pairs, where one student is the celebrity and the other is the reporter.

Despite (or rather, because of) the missile attacks, sirens and gas mask, several foreign entertainment celebrities canceled their showbiz engagements, and headed to Israel to show their solidarity.

6. Make copies of the following:

GENERAL ASSISTANCE

Friday, February 1

EMERGENCY PHARMACIES

Jerusalem: Herzl, 36 Jaffa, 272000; Balsam, Salah e Din, 272315; Shu'afat, Shu'afat Road, 8161690; Dar Aldawa, Herod's Gate, 282068.
Tel Aviv: Sde Dov, 3 Havanor, 5412515; Sinai, 76 Sderot Yerushalayim, Jaffa, 8122963.
Ra'anana-Kfar Sava: Arza, 39 Ostrovsky, Ra'anana.
Netanya: Ariela, 2 Salomon, 617838.
Kreyot area: Kupat Holim Haifa, Simtat Modi'in, K. Motzkin, 719139.
Haifa: Mesada, 36 Mesada, 664644.

Saturday, February 2

Jerusalem: (day) Kupat Holim Leumit Hagidem Clinic, 3 Hagidem, 7541739; (evening) Center Pharm, 20 Yad Harutzim, 737475; (day and evening) Belsam, Salah e Din, 272315; Shu'afat, Shu'afat Road, 8161690; Dar Aldawa, Herod's Gate, 282068.
Tel Aviv: (day and evening) Sde Dov, 3 Havanor, 5412515; Mivtali, 11 Ha'atiya, 374080; 372471.
Ra'anana-Kfar Sava: (day) Avnar Oilad, 34 Weizmann, Kfar Sava; (evening) Hasharon, 66 Derech Ramatayim, Hod Hasharon.
Netanya: Nael Shaked, Asarim Commercial Center, 52484.
Kreyot area: Kupat Holim Haifa, Simtat Modi'in, K. Motzkin, 719139.
Haifa: Herzliya, 1 Herzliya, 676294.

Friday, February 1

DUTY HOSPITALS

Jerusalem: Shaare Zedek (internal), Hadassah Ein Karem (surgery, orthopedics, ophthalmology, obstetrics, E.N.T.), Bikur Holim (pediatrics).
Tel Aviv: Rokach (pediatrics, internal), Ichilov (surgery).
Netanya: Laniado.

Saturday, February 2

DUTY HOSPITALS

Jerusalem: Hadassah Ein Karem (internal, surgery, orthopedics, ophthalmology, E.N.T.), Bikur Holim (obstetrics), Shaare Zedek (pediatrics).
Tel Aviv: Rokach (pediatrics), Ichilov (internal, surgery).
Netanya: Laniado.

DENTIST

Hadassah Ein Karem Emergency Dental Clinic: Friday, Shabbat and holidays only. Hours 10 a.m. to 4 p.m.

POLICE 100

Dial 100 in most parts of the country. In Tiberias dial 92444, Kiryat Shmona 4444.

FLIGHTS

24 Hours Flight Information Service: Call 03 9712484 (multi line), Arrivals Only (Taped Message) 03 381111 (39 lines)

FIRE 102

In emergencies dial 102. Otherwise, dial number of your local station as given in the front of the phone directory.

FIRST AID 101

Magen David Adom

In emergencies dial 101 in most parts of the country. In addition:

WAR ASSIST

Kupat Holim Crisis and Stress Counselling Centers

National Emergency Center: Tel Aviv Kanat Chen (24 hours), 03 971311-7

Children's Emergency Center: Lavkin (8 a.m. - 4 p.m.), 052 [illegible]

Ramat Gan (8 a.m. - 7 p.m.), 03 5780954

Petah Tikva, 03 9349888. Ra'anana (Hasharim Clinic), (8 a.m. - 4 p.m.), 052 22249

Haifa and the Kreyot, 04-[illegible], 04-2506[illegible]. Beersheba Soroka Hospital, 057-[illegible]. Netanya/Hadera, 053-[illegible]. Afula, 06-524136-8. Nazareth, 06-[illegible]. Tiberias, 06-[illegible]. Jerusalem, 02 [illegible]. Shaare Zedek Hospital, 052 [illegible]. Rishon Lezion, 03-[illegible]. Lod, 08 [illegible]. Ramla, 08-[illegible]. Kaplan Hospital, 08-[illegible]. Jaffa, 03-[illegible].

Here are a few examples of the kinds of questions you can ask your students to answer. Obviously, you can make up many more.

a — How many drug stores are open in Jerusalem on Saturday night?
b — Which hospital should your father take your mother to if you are in Jerusalem and she has to give birth on Friday? (Mazel tov!)
c — What telephone number would you call if your little brother accidentally swallowed some cleaning liquid!
d — There was a missile attack at one o'clock in the morning. You are in Hadera. Where can you call in order to get some help to calm you down?
e — You want to know when your friend's flight from New York is arriving. What telephone number should you call?
f — Will the Information Centre of Kupat Holim be open on Tuesday at 17:00? on Friday at 17:00? If not, where can I call if I need a doctor?

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SECTION THREE

Miscellaneous Activities

1. Let students design their own gas masks eg. square eyes, a triangular nose. Then, in pairs, each student describes his new creation to his/her partner, who tries to draw it as accurately as possible. The masks can then be exhibited by hanging them up on the wall. Prizes can be given for the most original!
2. The following 'list' of words consists of two-word expressions that have been mixed up. Have the students complete the chart which appears after the list of words. A few have been done as examples.

gas SCUD spokesman all oil bomb force clear
radio community rooms aid Army masks tape
sealed spokesman shelter poisonous slick air
military transistor chemical Jewish masking snake weapons

EXPRESSION	TRANSLATION	EXAMPLE OR ILLUSTRATION
chemical weapons	נשק כימי	mustard gas
Army spokesman	דובר צהל	Nahman Shai
oil slick	כתם נפט	The Persian Gulf
poisonous snake	נחש צפע	picture of a snake

Now have the students write sentences with 5 — 10 expressions of their choice from the above list.

3. Below is a list of countries. First ask the class to identify which countries are part of the Allied Forces. Then have the students fill in the chart below, choosing 5 — 10 countries of their choice. An alternative to this activity is to partially fill in the chart in two different versions. Then the pupils can work in pairs as an information gap activity where they have to ask each other for the information they are missing. One country has been done as an example.

Switzerland Iran United States of America France
Greece Spain England Saudi Arabia Turkey Holland
Iraq Egypt Germany Israel Syria

NAME OF COUNTRY	HEAD OF GOVERNMENT	TITLE	CAPITAL	LANGUAGE	FLAG
United States	Bush	President	Washington D.C.	English	Red and white stripes

Students can then be asked to write a short paragraph about the country using the information in the above chart. A model paragraph should be given.

2. SOME ASSIGNMENTS PREPARED FOR TEL AVIV PUPILS STUDYING AT HOME WHEN SCHOOLS WERE CLOSED DURING THE EMERGENCY JANUARY-FEBRUARY 1991

Compiled by Julie Stroli and Debbie Cohen; Consultant: Nili Tager

(The assignments were collected in an attractive booklet prepared by the local Pedagogical Centre)

Task 1: The World *(pupils receive a photocopy of a world map)*
How many continents are there in the world? Fill in their names on the map.

Task 2: Israel *(pupils receive a map; dots for the following places)*
Find these places on the map and add four more. (*The places were 1: The Sharon Plain, 2. River Jordan, 3. The West Bank (Judea and Samaria), 4. The Gaza Strip, 5. The Negev Desert, 6. The Dead Sea, 7. The Sea of Galilee 8. The Mediterranean Sea)*

Task 3: The Gulf *(pupils receive graphs of population density in the various countries of the Middle East).* This graph shows how many people there are in each square mile. 1 mile = 2.2 kilometers. Can you figure out what the population of Israel is? Find these countries on the map and fill in their names. *(Pupils receive a map of the Middle East, with political divisions but no names of countries)*

Task 4: Iraq *(The major cities of Iraq are indicated but not named on a map of Iraq supplied to pupils.)* How many can you match? (*places were: 1. Baghdad, 2. Basra, 3. Mosul, 4. Kirkuk, 5. An Najaf, 6. Erbil*) Which countries are mentioned on the news? How often?

Task 5: Saudi Arabia
How many cities can you match? Have you heard the names of these cities on the news? Which cities have been attacked by missiles? (*a map was given to pupils, with numbered places. The list of places at the side of the map for matching was: 1. Mafud Desert, 2. Dahna Desert, 3. Rub-al-Khali, 4. Asir Mountains, 5. Saudi-Iraqi Neutral Zone, 6. Red Sea, 7. Persian Gulf)*

Task 6: General Information *(graphs provided for age distribution, languages, literacy rates, ethnic groups and religions in Israel, USA, Saudi Arabic, Iraq, Kuwait, Likewise, natural resources, agricultural products, industries, imports, exports, forms of government, tourism, culture).*

1. Which country has the largest percentage of people over the age of 65?
2. Which country has the smallest percentage of babies?
3. Which countries have more men than women?
4. What is the largest age group in Israel?
5. Where can the following women find a suitable husband?
   a) Druze, age 20, speaks Arabic
   b) Christian, age 24, speaks Arabic
   c) Muslim, age 31, speaks Arabic and French
   d) Jewish, age 34, speaks Spanish
   e) Sunni Muslim, age 35, speaks English
6. Choose two countries and compare their populations, languages, etc.
7. Which country has the highest literacy rate? What does that mean?

Task 7: Trade

Suppose that we are all at peace with each other and are willing to trade. Choose one country. You are the Minister of Industry: decide on two or three products that you can trade with each one of the other countries.

Task 8: Summary

Choose one country and write a short summary about it.

3. "THE SCHOOL AS A CENTER FOR FLEXIBLE LEARNING" – MATERIALS PUBLISHED BY THE CENTRE FOR EDUCATIONAL TECHNOLOGY (המרכז לטכנולוגיה חינוכית)

(communicated)

A circular sent to schools by Dr Eliezer Marcus, Chairman, the Pedagogical Secretariat, Ministry of Education and Culture, deals with the "school as a flexible learning centre", including supervised home study, resulting from the recent emergency security situation. Dr. Marcus recommends that this flexibility continue during "normal times" as well, because of the educational values underlying this programme. The following is a communication from CET (the Centre for Educational Technology — מט"ח) that spells out how their English materials can assist in this programme.

CET ENGLISH LANGUAGE LEARNING MATERIALS

Over the past few years the English team at CET has developed a range of English materials for elementary and junior high schools. These materials include game kits, pupils' booklets and computer software. The materials can be used for individual, pair or small group work and are designed so that pupils can work independently or with a minimum of guidance.

The materials are suitable for use in home study centres that are currently being set up. Below are details about all the CET English materials available, the classes for which they are suitable, general information and suggestions for use.

1. Game Kits:

WIN ONE
WIN TWO

These game kits come as a package that needs first to be separated into games and prepared for use. The games are clearly labelled and come with plastic bags for storing each game. Pupils can be given the task of cutting up the cards needed for the games and preparing each game for use.

Since each game comes with instructions in Hebrew, the pupils can be grouped together according to the number of players specified on the instruction page and play each game independently. Games can then be exchanged etc.

Some of the games have check-yourself cards, so the pupils can be completely independent. In other games, stronger pupils can help the weaker ones.

2. FUN PLUS series

These activity and puzzle booklets are designed for independent use for home or school.

Pupils can do the activities independently and check themselves using the answer sheets provided.

The activities and puzzles can also be done in pairs or small groups with pupils working together to solve the problems. Stronger pupils can help weaker pupils.

Each booklet also has a board game, suitable for pairs or small groups, and a dice and counters are required.

3. FOCUS: Booklets for Reading Comprehension

These booklets are intended for individual work and we recommend that pupils work on their own on the various activities. Pair work is also possible.

After pupils have completed an activity, they can be grouped together to discuss and go over it.

Each booklet comes with a Teacher's Guide with suggestions for using the materials and ideas for additional activities.

4. MISSING LINKS: Computer game

This diskette is easy to use and has instructions in English in it. It can be used individually by pupils and has an option for working in pairs. It also lends itself to up to four pupils working together, if they can all see the screen.

There is also a MISSING LINKS English Editor available which allows teachers (or pupils) to enter their own passages for use in the game.

(see pages 50–52 for a detailed list)

CET English Materials — Primary School

Name of Material	*Type of Material*	*Class*	*Skills dealt with*	*General Information*	*Type of Guidance* No guidance needed	With guidance
WIN ONE	A kit of 30 English language games for 4th-6th grades e.g. Concentration, Bingo, Rummy, etc.	4th-6th grades	Vocabulary & language skills dealt with in these grades — letter recognition, reinforcement, yes/no questions, tenses	see below		X
WIN TWO	A kit of 26 English language games for 6th-7th grades, e.g. Question Puzzles, Happy Families, Rummy, Lotto, etc.	6th-7th grades	Vocabulary, language and reading comprehension skills dealt with at this level	Games are suitable for individual, pair & group work. Materials such as cards need to be cut up and each game should be put in plastic folders provided. Materials are provided for the number of players designated per game. Each game comes with instructions in Hebrew so children can play independently. Check-yourself cards are also provided. Some adult supervision required to organize materials and help with language etc.		X
FUN PLUS	Activity and Puzzle Booklet	4th-5th grades	Vocabulary and reading skills	Independent use per pupil. Answer sheet provided. Instructions in Hebrew.	X	
MORE FUN PLUS **MORE FUN PLUS 2**	Activity and Puzzle Booklets	6th-7th grades	Vocabulary and reading comprehension skills	Independent use per pupil. Answer sheet provided. Instructions in Hebrew.	X	

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Name of Material	*Type of Material*	*Class*	*Skills dealt with*	*General Information*	*Type of Guidance* No guidance needed	With guidance
SPELL 'N SMILE	Diskette for IBM-PC's and compatibles. Spelling game.	5th-9th grades	Vocabulary and spelling practice	Independent use for individuals or pairs. Contains generator so new words can be added.	X	
MATCH ME!	Diskette for IBM-PC's and compatibles. Matching game.	6th-7th grades	Matching game that deals with opposites, verbs, synonyms classification etc.	Independent use for individuals or pairs. Contains generator for adding new games.	X	
שלושה משחקים	Diskette for IBM-PC's and compatibles.	6th-7th grades	Matching game that deals with opposites, verbs, synonyms, classification etc.	Independent use for individuals or pairs.	X	

English Junior High (Intermediate) School

Name of Material	*Type of Material*	*Class*	*Skills dealt with*	*General Information*	*Type of Guidance* No guidance needed	With guidance
Focus series: What's the Point? Tie It Together Use the Clues Time After Time Look for Yourself	Student booklets	7th-10th grades	5 booklets on reading comprehension skills. Each booklet deals with a separate skill in motivating and interesting ways e.g. main ideas, context clues, sequence, reading for details and inference	Recommended for individual work that can be checked and discussed in pairs or small groups. Teacher required. Teacher's Guides provided.		X
MISSING LINKS STORIES 1 — 7-8th grades STORIES 2 — 8-10th grades MICRO-ENCYCLOPEDIA 1 7-8th grades MICRO-ENCYCLOPEDIA 2 8-10th grades	Set of 4 diskettes for IBM-PC's and compatibles	7-10th	Computer game program in which passages appear on screen with letters, words or sentences missing. Student reconstructs texts.	Independent work for individuals or pairs.	X	

IMMIGRANT PUPILS FROM RUSSIA IN OUR CLASSROOMS

by *Maya Shenderovich (Turovsky)*,
Jerusalem

Aliya from Russia is gaining momentum: planeload after planeload of immigrants a day have become a reality. It is no longer an act of will on the part of emigrants or their Israeli hosts here. Whether it is a will of History or Supreme Providence — we will never know.

Who can foretell the consequences of this upheaval? All we can do is try to meet the demands of this immense challenge. The day is approaching when every fourth or fifth student in the classroom will be a Russian speaker. Who are they? What are their immediate needs in terms of learning English? How can we teachers lighten their burden, save them part of the inevitable frustration? The answer is by dealing with it professionally, by gaining insight into the problem.

No generalities apply to Russian Jewish students en masse. Every one is an individual case, a product of a certain background, special circumstances. There are students who come from bigger cities, some of whom have been exposed to proper attitudes to and techniques of EFL learning, either in language schools or privately at home. They have a good command of English, as a rule. They are ambitious and try to get to a school which enjoys a high academic reputation.

There are others who come to Israel with a minimal knowledge of English and study it hard during the Ulpan period here, paying for a teacher with the money they get from the Jewish Agency. They will succeed in the end. But there are a lot of others who bring along with them a negative attitude to any foreign language learning.

For those who know no English at all, mastering Hebrew is a positive experience. Learning a new language becomes an urgent necessity and new patterns of classroom behaviour may be formed and later applied to yet another language. A negative, denigrating attitude to foreign languages, characteristic of a closed society, opens up a host of cultural differences. Youngsters come to Israel with a whole structure of mismatching ideas and beliefs entrenched in their minds. Everything is so different: ethics of classroom behaviour, everyday practices, a memory crammed with irrelevant names and facts, familiar notions having new names and connotations which make them almost unrecognizable. It is enough to make the brightest learner look stupid!

The techniques used by the teacher, the structure of textbooks, the format of exercises may be another source of bewilderment. There are no multiple-choice exercises in Soviet textbooks, no clozes; both the contents and the style of stories they read here may seem a little strange.

The English language itself is so different from Russian. These two languages are even farther apart than English and Hebrew, because there is a certain (chance) similarity of structures between Hebrew and Russian, so that the experience gained by English teachers here is to a certain degree applicable in teaching Russian speakers.

A heavy Russian accent both in English and in Hebrew is caused by the peculiarities of Russian phonology. There are no diphthongs in Russian in contrast to eight of them in English — so diphthongs are a new concept.

The length of vowels is not phonemic. A Russian learner can neither recognize nor produce correctly such pairs as: *bit–beat, live–leave, it–eat, will–wheel, rich–reach*, and even *this–these* create a problem in reading, writing and speaking. The new sounds and the pairs they form are not properly registered by a Russian speaker's ear. For a long time the differences between "a new pen" and "a new pan", "The man came this morning" and "The men came this morning", "He is a fast w*a*lker" and "he is a fast wo*r*ker" are not clear at all.

Consonant endings are devoiced in Russian, so it is difficult to differentiate between 'dog' and 'dock', 'bed' and 'bet', 'said' and 'set', 'log' and 'lock,' etc.

Stress in Russian words floats freely from syllable to syllable, suffixes or endings can take the stress to make the change in the form of the word prominent. There is always a degree of hesitation on the part of the learner as to which syllable should be stressed and this affects fluency and comprehension. The idea of a secondary stress is completely new, so words like *demonstration, revolution, evaluation* are mispronounced. Intonation patterns in English differ greatly; the tones, the scale, seem odd to Russian learners. In discussing all these peculiarities we are not dealing with the finesse of the accent, but with the crucial idea of disrupted communication.

In no other area are the differences between the two languages more pronounced than in morphology. Russian nouns, pronouns and adjectives have six case endings multiplied by three gender and two number endings; there are roughly thirty six forms in the system of declination, and there is still room for trouble with English: the possessive"'s", the necessity to tell living beings from things. Gender in Russian is a grammatical category; so, according to their endings, a knife is "he", a book is "she" and a window is "it". Mixing up 'he', 'she' and 'it' can be traced to this phenomenon. The absence of the articles in the Russian language is compensated for lexically, but students are not aware of it and for a long time they keep saying *"she is good teacher" or *"It's very interesting film".

Predicative forms of possessive pronouns (mine, hers, ours, etc.) make no sense. In Russian a possessive pronoun can precede a noun or follow it, so there is no need for new forms. Another peculiarity of the Russian language is that in sentences like "He took his

dictionary and I took mine" or "They finished their work on time", the English words "his", "mine" and "their" correspond to one word in Russian.

Differences in verb forms account for most mistakes made by Russian learners of English. Russian verbs have three conjugations, their forms change according to gender, person, number, tense, aspect, voice, mood. The two forms "go" and "goes" have approximately eleven equivalents. On the other hand Russian has only one present, one past and one future tense. It is as difficult for Russian learners of English to grasp the specific message of the Progressive or Perfect tenses as it is for Hebrew speakers. Teaching the Passive Voice is not a special problem for English teachers in Russia until they take up patterns like "he was given a wonderful gift." or "The film was much talked about."

Russian word order is free: any part of the sentence can occupy any place in it. There is only one sentence in Russian in which the change of word order causes a change in its meaning: "The mother loves her daughter" and "The daughter loves her mother". Russian does not need a rigid word order because the relations between words are determined by their grammatical forms (case, gender, number, etc).

Unfortunately the differences listed above are only a small part of the phenomena that lead to errors. Lexical peculiarities are so numerous that there is no point in discussing them.

The above gives a partial idea of the scope of challenges both teachers and students face when they undertake living up to EFL teaching and learning standards in Israel. Nevertheless, we have no other choice but to succeed!

(Editor's Note: The author is a new immigrant teacher from the U.S.S.R.)

HOMEWORK AS AN ELEMENT OF LEARNING

by *Pinchas Bechler*,
Open University

I have recently discovered something rather strange: very few writers of books on modern English teaching methodology deal with the question of homework. Furthermore, most books on modern educational methods seem to ignore this aspect of learning, and yet, such a lot of our pupils' time and efforts are taken up in receiving the assignment, having it explained, struggling through it (or being frustrated by not being able to do so), having it corrected in class and occasionally having it examined by the teacher. Much of this we can witness regularly in almost every class, and yet so little attention is paid to it by educational philosophers and methodologists! Only Mary Finocchiaro, in her very practical guide on the techniques of teaching a foreign language, refers to this topic, and then only briefly and unsatisfactorily (1). I presume that important and useful applied linguistics treatises on the value of homework in English language teaching do exist, through I wonder why they are not known, discussed and followed! Perhaps it is one of those aspects of school life we all take for granted, as we do many other things, and without it we would feel somewhat at a loss for an alternative. Although these notes were originally written some 12 years ago, I have not noticed that, during all these years, any more attention has been paid to the subject by writers and by educational philosophers. That is why the works written by Crary and Petrone in 1971 are still very apt today — some 30 years later. Perhaps some of the modern approaches in education, as so pointedly described in the following quotation, have influenced and possibly intimidated such writers:

> Homework is not the voracious reading that some children do because an exciting school experience has got them 'hooked' on books. Homework is not the eager, self-motivated following of news media because a good social studies lesson has enlivened awareness to the world and its doings. Homework is not the listening to good music because somewhere — perhaps in school — the child's aesthetic potential has been activated"...
>
> "No, these things are not homework; they are worthwhile and satisfying things done at home, partly because learning has taken place at school. The school can claim the

responsibility only when the school itself is a place for learning and a place where learning is made truly an aspect of living.

Homework is the drudgery that the school that neglects learning imposes upon the children. It is the evidence of default of responsibility. It puts learning in a setting devoid of professional direction or assistance. It puts children at the mercy of their parents — and vice versa, for that matter — in learning situations that parents have every right to expect the schools to handle. Since the school cannot defend homework as learning, they argue its merit in character building... But the evidence is clear: in unsupervised homework students learn what they could learn without the school, or they rehearse and strengthen their errors, they learn for later display, not for intrinsic satisfaction, they learn through drudgery, a disdain for learning". (2)

The question of homework has always been a problematic one and as such, is not specific to the English Language teacher. One thing is quite clear — the more complex the subject matter, the more difficult it is for pupils to manage their assignments on their own, however good the preparation beforehand. The time gap between the lesson itself and the work done may vary from a few hours to a few days and what may have been so very clear in class becomes less so as time goes on. This is particularly the case of mathematics and English. When writing these words I can see English Foreign Language teachers in the 7th to 10th grades in front of me presenting or correcting homework. Has the teacher really thought out what such activities achieve and whether a lesson without such work would be regarded as a lesson with a missing integral section, and therefore unacceptable? Do we want our pupils to repeat and reinforce, for themselves, what has been practised and learned in class or do we want them to try and apply what they have learned in new, different, life-type situations? Perhaps we want them to do both. We were once taught by some of our psycholinguists that repetition is important and we have all accepted this creed as essential for the early stages of learning a foreign language, with the result that much is practised and repeated, whether orally or in the form of reading or writing, so that there should be so much exposure and reinforcement with the hope that the material actively studied would not be forgotten. This would apply to any class, irrespective of age, where essentially basic language skills have not yet been grasped sufficiently. We also expose our pupils to a flow of repetition activities even in the later stages of learning and include, in the assignments given, variations of such exercises. Yet, with all this, our pupils continue making many basic mistakes. First-language interference and then lack of retention seem to be powerful factors counterbalancing the repetition activities so carefully carried out.

Groaning and Moaning

During the last few years much has changed in our approach to classroom teaching and much more of the cognitive, creative approach has been introduced, with markedly better results. However, when it comes to home assignments, very little has really been altered.

In spite of the fact that it is not mere quantity that makes for perfection but rather the regularity and frequency of repetition over a period of time, a great deal of the homework assigned today still consists of repetitive written exercises, fill-in activities or transformational exercises, so similar to each other that after the first few sentences, the mind need not be activated and the work becomes mechanical. Whether this form of repetitive reinforcement justifies the number of hours spent in its preparation and correction, whether it helps in retention, is very questionable in the light of results obtained. Anyone observing lessons will witness such usage and will become convinced that, in this sphere of learning, a more modern approach is necessary. We are constantly reminded of those rather biting words in the above quotation, when Crary and Petrone describe what, in their view, homework really is, and emphasise how remote it is in practice from what they conceive as a correct continuation, through built-up motivation and activation, of some learning that has taken place in class. How often do we hear our pupils moan and groan when homework is allotted! When occasionally it does not happen, let's examine what it is they have been asked to do — perhaps it is more in the line of what real homework should really be.

Homework also creates problems by the very nature of the work allocated. Some really becomes drudgery, some, at best, is simply mechanical and most of it is unpopular. Very little is satisfying, for it is too controlled. Any other type of work requires more individualized guidance for most average 7th to 10th grade pupils, otherwise the results are generally poorer than expected. Such pupils need the prompting and encouragement of their teacher and normally perform far better when such guidance is given.

Since it is not usually available at home, teachers tend to minimize this type of assignment and substitute in its place the more conventionally stereotyped, controlled or guided exercise. Furthermore, since we all believe that any work given to pupils should be checked as soon as possible after completion, most teachers find, when faced with the average size class of 30-35 pupils, that such "freer" home activities cannot be checked satisfactorily, and therefore steer clear of assigning them.

Mass-Preparation and Mass-Correction

Teachers have evolved their own techniques for homework correction. Whether pupils read out aloud what they have done (and usually do so very hesitantly) while most of their peers begin to lose interest quite rapidly to what is being done; whether pupils are asked to the board to write out sections of their work and others correct theirs accordingly; whether pupils mark each other's work, is not really relevant for our discussion. These are mere techniques which depend for their success on the teacher in question and the classroom situation. Whatever the case, it is far easier to check repetition-type, substitution and transformation exercises. They are 'mass-prepared' and can be 'mass-corrected'. Lastly, the quantity of homework that is normally allotted and the large number of pupils, per class, do not permit teachers to examine their pupils' notebooks

carefully. Examination of any randomly selected notebooks will show that pupils make a large number of mistakes, are careless even in simply copying from board or text-book, are unaware of mistakes in language, syntax and word usage which, in oral activities, they would normally correct themselves or not even utter. Furthermore, their handwriting becomes illegible as the year goes on so that they find it difficult to re-read their own prepared exercises from the night before. Even the most diligent and conscientious teacher cannot possibly correct so much work regularly, yet these are the teachers who demand so much from their pupils. It all seems to be like a large vicious circle, with our pupils in the middle, unable to find their way out, and the teachers on the outside, unable to really reach the pupils they are trying to teach.

Creative Homework

What are the possible alternatives? Our approach should be that as much of the learning as possible should be carried out in class, under guidance, and this would include many of the repetition activities relegated to and symbolic of home assignments today. This would necessitate a change of the accepted lesson plan so that time is available for more individual work in class, under guidance. Instead of spending the normal 10-15 minutes *per lesson* on uninspiring checking of work in class, two periods *a week* of 20-30 minutes where all pupils work on a few selected and even graded exercises, with the required guidance and support available, would be a logical alternative. No extra time, per week, would be spent and teachers, bearing in mind that frequency of exposure rather than quantity is more effective for retention, would carefully choose the assignments they would give their pupils for class work. Follow-up activities that would replace conventional homework should consist of more creative preparation on the part of pupils which should be reported back orally, even if originally prepared in writing.

Such assignments should be short and within the ability of the pupils. To illustrate this point, a few brief examples are given, suitable mainly for 7th — 10th grades:

1. A specific structure has been studied and drilled and in class. For homework, pupils prepare three sentences about themselves, which are authentic and use the structure practised. These are written out and handed in to the teacher, who reads various sentences with the class; pupils have to guess who wrote them.
2. A comprehension passage of an event in a certain country has been discussed and studied. Groups of 3-4 pupils are asked to look up *two* details about the country, events in history, famous people, population, occupations etc. and report back to the class.
3. Pupils have read about Israel tourism in the paper. They are asked to think of *two* ideas for posters advertising the history and the attractions of the country. All ideas are reported back orally, organized on the blackboard by the teacher and pupils

divided into small groups of 3-4 to prepare a specific poster for a general display to be held a week later.

4. In class pupils have worked on a certain exercise. For a follow-up assignment the following words are given:

A	B
persuaded	to weed
expected	to wear
convinced	to smoke
would like	to read

Each pupil has to prepare two sentences using words given, as well as supplying words of his own. They also prepare *ONE* sentence *not* using any of the words given. This is reported back orally.

Note — the above are only a few of many possible variations. The oral reports can be part of the warming-up activity at the beginning of the lesson as well as an introduction to new material to be studied. Many teacher's guides to new English textbooks supply a number of excellent ideas.

5. Furthermore, do not minimize the value of small groups or pair work for such home preparation where this is geographically feasible.

6. As far as notebook corrections are concerned — "collect at random" 4-5 notebooks every lesson, correct the last two pages of work carefully, paying attention to all aspects of the work done, including careless and illegible hand-writing. If necessary ask pupils to re-write whatever sections you deem to have been done badly. This technique would mean that *all* notebooks would be examined regularly every 2-3 weeks and there would be a constant follow-up and at the same time pupils would be made to feel that their written efforts receive equal attention from the teacher as any other work they are asked to do. Results should be better, with more careful work and, in the long run, with fewer mistakes being ingrained in the pupils' minds. Collecting relatively so few notebooks at a time and marking only the last two pages would mean that a teacher would be able to manage their correction easily. Considering the amount that an average pupil of such grades writes on a page, this task becomes realistic for all teachers and can often enough be carried out during long intervals or in free periods.

7. Lastly, frame your demands so that pupils will be eager to do what is alloted to them, making them feel that the assignment requires what they are able to give working on their own or with their peers and thereby allowing for a foreseeable feeling of progress and satisfaction.

I think that it is unnecessary, at this point, to emphasize the fact that potentially lower-learning-level classes require reduced home activities and more emphasis

should be placed on direct classroom work with a lot of variety, carried out in pairs or in small groups.

Essentially, the most important point we have to bear in mind is that learning can and must be enjoyable, both in the class and at home, in order for it to be effective and lasting. Replace old-fashioned notions of home activities with more creative and enjoyable ones and do not be tied down by the numerous mechanical exercises which text-book writers so generously present you. Teachers do not lack excellent ideas. However, we are still chained down by conventional concepts of how our pupils should spend their free time outside of school.

To quote Wilga Rivers:

"Let us drop our masks with each other and share freely, allowing imagination and insight to flow from one to another, so that we may develop new patterns and new attitudes appropriate to our new situation. What matter if we are called dreamers!... We need the courage to set down our convictions, to work them through realistically and in our schools to be ready to insist on our right to experiment rationally, with the equanimity to face criticism, indifference and discouragement as we try and implement our ideas". (3).

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HOW TO SURVIVE AS AN ENGLISH TEACHER! (and live to tell about it...)

by *Miriam Kishon*, Levinsky Teachers' College

The ideal is of course the CHARISMATIC teacher, that teacher who does not have to raise his voice and is always heard, that teacher who just looks at the learners and they cannot do anything else but look back at him who can electrify or hypnotize the learners the moment he opens the classroom door. This teacher enjoys teaching, loves the pupils and the pupils love him. He will certainly survive as an English teacher because he will never have any discipline problems; he will be able to teach no matter who, no matter where and under what conditions. But unfortunately these teachers are few in number and most of us are not like this; most of us are regular average teachers. As such we do realize that we can teach only if we are able to maintain discipline in class. If there is *no discipline* there is *no teaching*.

What is discipline? According to the Oxford Dictionary it is "Training of the mind and character, to produce self-control, habits of obedience, etc." According to the Collins Cobuild Dictionary it is "The practice of making people obey strict rules of behaviour and of punishing them when they do not obey them; or the quality of being able to behave and work in a controlled way which involves a strict set of rules". Why is it so difficult sometimes to maintain discipline in the classroom? In order to understand this we must have a look at discipline problems and their causes. Here are some examples:

PROBLEMS	CAUSES
a. Some pupils constantly disrupt the course of the lesson; they play with each other and ignore the teacher.	a. The material taught in class is either too difficult or too easy or too boring.
b. There is general chaos in the class.	b. The class lacks learning habits or the teachers cannot control the pupils.
c. One or more pupils disturbs or acts as the clown of the class.	c. These pupils obviously have a problem, they need attention and they should be taken care of individually.

d. Constant noise or commotion in class.

d. Technical conditions (crowded classes, seating arrangements), an uninteresting lesson.

In order to overcome all these and probably many other problems that one encounters at school we must realize that we do not teach only the subject matter, i.e. English, but we teach it to CHILDREN. Children or pupils are human beings and as such their behaviour in class (and everywhere else, but our concern here is the school) depends on the following factors:

Personal characteristics	Family background
Friends and classmates	The teacher(s)
Technical conditions	The subject

Let us analyze now the above factors one by one:

Personal characteristics:
There are gifted and slow children, hyper-kinetic ones and those with various organic problems: I do not mean here really handicapped children but all those who sit in regular classes and might have minor physical problems e.g. wearing glasses, a hearing condition, stuttering, apathetic, or simply wild.

Family background:
The influence of the family background and environment on the child is tremendous; obviously this influence can be positive or negative. When at school, the children react according to their background notions and norms. In class the teacher has to cope and put up with the different types of behaviour stemming from the various backgrounds of his/her pupils. Besides there might also be all sorts of family problems that have to be taken into account e.g. divorced parents, a sick member of the family, someone who got wounded or died in the army — no doubt all these may hinder good concentration in class.

Friends and classmates:
Most human beings are concerned about their own image in the eyes of their friends, and children even more so. Thus the classmates may have crucial influence on the behaviour of certain pupils in class.

The teacher:
The teacher is also an individual human being and as such he/she also depends on personal characteristics and background. There are many types of teachers but let us focus attention to the three most common ones: the authoritarian (the boss type) the democratic (the leader — guide type) the permissive (the by-stander)

The atmosphere in the classroom, the quality of the teacher — child relationship and

the discipline tools will obviously depend on the teacher's style. The teacher should be fully aware as to the type of teacher he is and what style of discipline he uses.

Technical conditions:
The technical conditions of a certain classroom may make the learning and teaching either pleasant or terrible. Here are some examples: the number of children in the classroom, the seating position, the temperature, whether the lesson is after gym or art, whether there is any construction going on near the school and there is noise, etc.

The subject:
Our subject being ENGLISH let us make it as attractive as we can (If you want to sell something, pretty it up!). HOW to do this belongs to the methodology of teaching the language and here I would like to deal with the good organization of the classroom or as it is better known "classroom management."

Figure 1

THREE DISCIPLINE STYLES*

	AUTHORITARIAN	DEMOCRATIC	PERMISSIVE
Role of teacher:	BOSS	LEADER – GUIDE	BY – STANDER
Characteristics of the teacher:	dictatorial strict tyrannical dominating inflexible	approachable encouraging reasonable respected flexible	inconsistent indecisive yielding passive weak
Role of child:	to obey	to think, to cooperate to contribute	to follow own wants and instincts
Who has the power?	the teacher	shared between teacher & child	the child
The atmosphere:	tense, rigid, militaristic oppressive	relaxed orderly consistent	chaotic uncontrolled wild
Discipline tools:	commanding threatening shouting punishing	incentives rules & routine-established consequences	waiting, pleading, giving up, doing nothing
Effect on the child:	obeys out of fear of punishment	develops self-discipline	becomes self-centered and demanding
Quality of teacher-child relationship:	fear coldness distance	sharing respectful communicative	distant resentful manipulative

* Adapted from "*Coping with Kids and School*" by Linda Albert, Ballantine Books, N.,Y. 1984 (pp. 35-37)

CLASSROOM MANAGEMENT

Before discussing "class management" I would like to mention the term "FREEDOM". Children love freedom; they want to be free, they are always happy to have a free lesson and they think they know what freedom is. At this point we must make them realize that actually nobody is free; we are all bound to our hereditary qualities, we are surrounded by many rules imposed upon us by parents, family, neighbours and society in general.

MAN INVENTED THE RULES IN ORDER TO ENJOY HIS FREEDOM, so that he can live without worries.

1. Imagine the world without The Ten Commandments! People would kill and steal and the world would be chaos; only the strong people would survive for a limited period of time, because there will always be stronger ones or calamities which will defeat them too.
2. Imagine the roads without traffic rules! How could anyone have survived? The traffic rules come to give a fair chance to all the vehicles on the road; they come to protect the weaker from the stronger ones. On the road, the smallest and oldest vehicles have the same rights as the biggest trucks or the most expensive limousines.
3. Imagine If we want to operate any electrical appliance, we must do it exactly according to the rules or instructions, otherwise we will not get the right results.
4. Imagine games without rules! How could anyone win or lose? All the game rules are very strict — be it chess, basketball or football etc.; there are always rewards or penalties and the children are usually the fiercest judges.

We can go on and give innumerable examples that show how in every domain in life we all behave according to sets of norms or rules. But by now the pupils should be convinced of the necessity of rules at school as well. Nevertheless I suggest we go one step further and make the pupils also realize that coming to school at all is not just a duty but A WONDERFUL RIGHT!

Let's have a brief look at the history of school; once only the rich people gave proper education to their children; they sent them to boarding schools (which were very expensive) or they hired private teachers who came to the learner's home in order to teach the children of the rich families. Even today there are many places in the world where children do not go to school. The fact that in our country education is compulsory is a big social achievement. People have really fought for this. It is one of the greatest achievements of our era and our country that there is a school in every neighbourhood. (As an example, think of the school in "Little house on the prairie" where children had to walk long distances to a school which was one room for all age groups without any facilities whatsoever).

In fact every child knows in his heart that he actually wants to learn and if he was told to stay home because he had no right to go to school he would be terribly frustrated.

Now we are ready for a set of rules for the English lessons so that the pupils will feel that indeed they do not waste their time at school but learn and enjoy learning.

The setting of rules or norms in any class will obviously depend on three factors:

a. The level and age group of the learners.
b. The general requirements of the school.
c. The personality of the student and the teacher.

The following suggestion of a "Behaviour Code" was prepared by pupils in an 8th grade with the help of the teacher. The teacher wrote it on the blackboard and the pupils copied it in their notebooks and signed it as a behaviour contract. The pupils also prepared a big poster with it for the class.

OUR BEHAVIOUR CODE

1. Don't be late for class.
2. After the bell, wait for the teacher in your seat; don't wait outside the class and don't run or wander around it.
3. Bring the right books and notebooks for each English lesson.
4. Do your homework regularly.
5. Be polite to your teacher and to your friends; listen when they talk and don't laugh if they are wrong.
6. Follow the teacher's instructions during the lesson.
7. Ask the teacher for help if you are in trouble.
8. Raise your hand and don't just shout your questions and answers.
9. Don't play or do other things during the lesson.
10. Exercise self control; don't eat or drink except in the breaks assigned for this.
11. Be ready to help your classmates and teacher.
12. Be ready to accept responsibility in classroom activities (preparing posters, shows etc.)
13. Remember: YOU LEARN FOR YOURSELF!

Good, better, best
Never let them rest
Until the good is better
And the better is best!

By involving the pupils in this process of preparing a code of conduct, group responsibility can be developed which will later enhance the learning process.

Once the code has been established and signed by both parties (teacher and pupils) its administration is crucial. Fairness and consistency are two necessary qualities here. Both teachers and students should react to code-breaking in the same way every time and they must treat all pupils equally.

Obviously it is a pleasure to teach a well-behaved class. It is much more difficult to deal

with discipline problems, so both teachers and students should try their best to avoid them; without any doubt PREVENTION is BETTER than CURE!

Teaching English is a complex job and the role of the teacher will vary according to the type of activity he/she performs in class. The success of many activities depends on good organisation and on the pupils knowing exactly what they have to do. Thus, in each type of activity the teacher should know what instructions to give the pupils in order to avoid misunderstandings which may cause frustration and disturbances later on.

Good class management depends on:

a. the school or institution which must back up the teachers in their activities.
b. the pupils — their age, their motivation and ability.
c. technical or objective conditions, like the time of the lesson or seating arrangements.
d. THE TEACHER — and how he/she integrates with all the above.

Here are some survival tips that can ensure success in class management:

SOME SURVIVAL TIPS FOR TEACHERS
(and STUDENT TEACHERS)

1. Be aware of your appearance, your voice and tone of speech.
2. Be prepared for class — proper lesson plans + extra material. Pupils feel immediately when teachers are not sure what to do in the classroom and then trouble might start.
3. Adapt your lesson plans to the needs of the pupils, their level and ability.
4. Never make it easy for a pupil to fail.
5. Know your pupils and remember: you not only teach the subject English-but you teach it to CHILDREN.
6. Coach, guide and help; don't just criticize or discourage.
7. Find the leaders and win them over your side.
8. Create MOTIVATION; try to teach in an attractive way. (If you want to sell something — pretty it up!)
9. Be consistent and keep records of what is happening.
10. Don't argue or threaten; don't offend; never touch a pupil in anger. Teachers who threaten pupils with terrible punishments and do not carry them out lose the pupils' respect.
11. Speak firmly but do not shout; this almost always has bad results, for it contributes to a general rise in the level of noise in the classroom.
12. Try to neutralize the trouble-makers; keep them busy and give them responsibilities.
13. Be fair and treat all pupils as human beings.
14. The personal approach is very effective; hold private conversations with the pupils.
15. If there is no alternative, get help from the school management (class teachers, counsellors or headmaster).
16. Together with the pupils, make up and write down a — CODE OF BEHAVIOUR.

FOR THE NEW TEACHER IN PRIMARY SCHOOL.

by *Janet Ohana,* Ohalo College

The most important aspect in teaching primary school children English is that you — the teacher — are laying the foundation for the learners' ATTITUDE to English for the rest of their school career. If a pupil comes out of primary school a 'failure' even the most gifted high-school teacher will have to make a super-human effort to re-establish the confidence and curiosity that are characteristic of the young learner.

It seems to me that the primary school English teacher should:

a) be aware of the characteristics of the young learner.
b) know how to use this knowledge to activate the learners through various activities.

A. Characteristics of the young learner.

1. Linguistic skills: young children depend on oral/aural skills to a greater degree than reading and writing skills. Therefore a gradual move from speaking and listening towards reading and writing, with eventual integration, should be the aim.

2. Attention span: young children cannot concentrate on one activity for too long, so a variety of activities during the lesson, and how they are placed, is essential.

3. Memory: young children have poor long-term memory, so repetition should be part of learning, in the form of rhymes, songs and stories where it plays a natural part. Repetition gives children a sense of achievement and confidence.

4. Curiosity: about the world, other cultures and other subjects is a characteristic which can be exploited in the language classroom. Activities and topics which arouse the learners curiosity can lead to positive attitudes towards the target language and culture.

5. Children learn by doing: this applies particularly to the younger grades where WHAT a child can do with a thing, rather than what it is, is important. When a child is still experimenting with his environment, activities which involve holding, throwing, carrying, building and so on, are important.

6. *Children are creative:* so work and projects that help them to express their creative abilities are fun and challenging.
7. *Children react:* to teacher approval. A ☺ , a star, a sticker, a word of praise or a smile work wonders. During the lesson it is essential to keep the activity going—move about a lot, keeping eye or body contact with the children, especially those that need help in concentrating. The more energy you give, the more they will produce.

B. Activities.

These should:

a) be interesting, exciting, motivating and challenging.
b) involve meaningful language use.
c) be suitable for the age and intellectual level of the learner.

Examples of activities that can be used in the classroom:

1. Action songs/games (see 5 above) e.g. Simon Says; The Hoky Poky; Who stole the Cookie?; What's the time, Mr. Wolf?.
2. Dramatisation/role playing of simple dialogues and acting out everyday situations. e.g. shopping, going to school.
3. Using real objects. e.g. balls; bags; telephones; clothes.
4. Colouring, drawing, cutting out, pasting.
5. Playing Bingo, picture dominoes, happy families etc.
6. Naming objects and classifying them.
7. Making things by following instructions in English. e.g. Lego, paper airplanes, models, fruit salad, cakes or biscuits. (see 5 above).
8. Making class charts for ages, birthdays, heights, food we like (see 5 above).
9. Songs and rhymes that involve repetition (see 3 above) where new vocabulary can be learnt incidentally, or where they act as a lead-in to a new topic. e.g. "Head and Shoulders" as an introduction to parts of the body. More intensive vocabulary work can be done through songs in the upper classes of primary school, and children enjoy listening to songs and singing, so songs are a very motivating factor.
10. Topics and projects which involve language use can be started in the classroom and finished at home. e.g. food; family; seasons; jobs; pets; myself; other countries. (see 4/6 above)

Trying to incorporate some of the above activities in your lessons will lead to:

C. Characteristics of a primary school English teacher.

1. He/she becomes a scavenger or collector of objects that any one else throws out e.g. old games and toys; clocks that don't keep time; toy animals; parts of kits; maps; magazines; crayons; dice; old clothes etc. Even cereal boxes.

2. He/she visits the dentist/hairdressers with a pair of scissors handy, ready to cut out pictures or cartoons from the magazines.

   N.B. A basic set of about 20 pictures is essential equipment. These should be classified for easy access and kept in a box or file. For long-term use it is worth mounting them on card (remember those cereal boxes) and covering them with nylon. Some pictures to look out for are those showing faces, everyday objects, actions, and strange things. Others could be grouped under topics like seasons, food and places, or grouped for teaching a specific structure like adjectives (hot/cold; happy/sad).
3. He/she is heard humming children's songs or seen trying to fit actions to the words. This is very obvious in native-speakers of English who listen to their children's cassettes and read their children books.
4. He/she is usually seen entering the classroom with a large shopping bag. In the staffroom, the bag the teachers fall over contains vegetables, old clothes, a steering wheel etc. etc. ("Must belong to the English teacher").
5. He/she is often the first in/last out of the classroom with some willing helpers, doing things in the English corner.

   N.B. An English corner (unless you are lucky enough to have an English room) exposes pupils to English and encourages them to read without noticing that they are learning. Posters and charts can also serve as a reminder or "mind-jogger" of material learnt. The corner is also the perfect place to display pupils' work.

Conclusion.

Teachers in primary school are relatively lucky because primary schools are usually more pupil-centred than the more formal secondary schools. Pupils are used to pair/group work and to working on projects. With the communicative approach to learning English these facilitate the ways that language can be taught in an interesting and meaningful way.

A primary school teacher works hard, but there is a great satisfaction in guiding young learners in their first enthusiastic steps in English, in laying the groundwork for future enjoyment and success.

SUPPLEMENT ON TEACHING "TRANSLATION SKILLS" AND ON ISSUES OF LANGUAGE TRANSFER

The ENGLISH TEACHERS' JOURNAL will publish a regular feature on Translation and Language Transfer (edited by Tzilla Kratter and David Grossman), and teachers are invited to contribute short articles, notices and news items on these subjects. Among the items to be published in our next issue will be the Bagrut examination paper on "Translation Skills" to be given in Summer 1991.
The following articles appear in this issue:

1. Teaching English Pronunciation to Arab Pupils, by Mahajna Salah
2. Jewish English in the Classroom, by Aharon Goldfarb
3. "Pluritis", by David Grossman
4. Knowing a Word: What Is So Difficult About It?, by Batia Laufer
5. Some Notes on English in Israel, by E.A. Levenston

It is understood that E.T.A.I. is setting up a SIG (Special Interest Group) for the teaching of translation skills. Teachers interested should contact EIAI, POB 7663, Jerusalem.

TEACHING ENGLISH PRONUNCIATION TO ARAB PUPILS

by *Mahajna Salah,*
Bet Berl College

It is impracticable to attempt in an article of this length to cover all the errors of pronunciation that are commonly made by Arabs as individuals and as representatives of the various regions in which they live. The diversity is too great. Nevertheless, there are some noticably shared habits of mispronunciation deriving from the nature of Arabic in general as well as from attitudes towards language prevalent in Arab society. Arab learners have been taught to pronounce Arabic in accordance with orthoepy — the relationship between the written letters and the spoken sounds. They will then tend to transfer these general habits to English and to produce a pronunciation based on spelling that is sometimes amusing and can often be unintelligible.

As far as individual sounds are concerned, the vowel systems of English and Arabic are very different and the difference between them accounts for numerous errors of pronunciation, but these do not, generally speaking, lead to unintelligibility. The consonants of English probably provide more basically meaningful cues than the vowels, and since it is generally easy to find Arabic equivalents for English consonants, Arab English is often more readily understood than some other "accent".

The teaching of pronunciation is an important aspect of foreign language teaching methodology. Pronunciation drills are an integral part of effective English teaching in Arab schools. These drills help pupils overcome problems that arise from mother-tongue interference. Thus, when an Arab child is first introduced to English at the age of ten, he/she will long ago have acquired the phonological system of Arabic. If he/she has no remedial work on pronunciation at an early stage of learning the foreign language, he/she will establish incorrect forms of the English sounds. Features and habits of the mother tongue will condition the ways English is pronounced. Practice in the early stage of learning should, however, be limited to minimal pairs. With advanced learners, pronunciation practice may be done within the context of more difficult exercises: for example, learners should be exposed to living speech (live or recorded), such as conversations, radio broadcasts, plays, etc. Such exposure enables the pupils to hear English voices other than the teacher's and provides the pupils with a model for imitation.

The teacher should have a basic understanding of how the sound system of English works. Moreover, he should know the problems which may affect the learning process, such as the substitution of the phoneme /b/ for /p/, as in / pi:pl/, which is often pronounced by Arabs as /bi:bl/. This contrastive knowledge will help the teacher to identify problem areas and to handle them more effectively. The sounds /p/, /ŋ/, /v/, /r/, /t/, /θ/ and /ð/ are very difficult for Arab learners of English. Their difficulty is due to tongue position or to their absence in Arabic. Arabic lacks the /p/ phoneme, so an Arab learner often confuses it with the voiced /b/.

A serious problem is posed by the voiced nasal /ŋ/, which an Arab speaker of English will replace with /ŋg/ in medial and final position; he can be expected to pronounce /siŋiŋ/ as /siŋgiŋg/.

English /v/ is sometimes replaced by the voiceless /f/, since /v/ does not exist in Arabic. Thus, an Arab pupil may pronounce /vju:/ as /fju:/, /faiv/ as /faif/, /seven/ as /sefen/. A kind of /r/ exists in Arabic and is pronounced in all positions, whether followed by a consonant or a vowel sound or coming finally in a word. For example, an Arab learner of English tends to pronounce "park" /pa:k/, as /ba:rk/, and /ma:stə/ as/ma:ster/. Whereas English /θ/ and /ð/ do exist in Arabic as separate phonemes, pupils find it hard to differentiate the two in such words as "then, thin", "bath; bathe", "nothing; weather".

Consonant Clusters

Consonant clusters in Arabic and English differ greatly. English has as many as four element consonant clusters, while Arabic does not permit clusters of more than two consonants. This situation causes real problems for an Arab learner. Very often, basing himself on mother-tongue patterns, he will insert the vowel /i/ between the first and the last two consonants to break the cluster, so as to be able to pronounce them comfortably. Thus,

spread /spred/ becomes /sipred/
spring /spriŋ/ becomes /sipriŋg/
midst becomes /midist/

Another feature of this breaking of consonant clusters is observed when pronouncing the past tense of regular verbs such as "looked", "stopped" or "touched". This is a result of spelling determining pronunciation because Arabic is a phonic language. Special exercises should be given in order to practise producing the clusters which are not found in Arabic.

The Vowel Systems

The vowel structures of English and Arabic are very different. There are nine simple vowels and five glides in English, whereas Arabic has six vowels and three glides. The

Arabic vowel system consists of three pairs of vowels, with the vowels in each pair distinguished by length. The long/short pairs and the glides are as follows:

/ā/ as in hāb/ door, /ĭ/ as in /fĭl/ elephant,
/a/ as in /rab/ the lord, /i/ as in /min/ from,
/ū/ as in /nūr/ light, /u/ as in /kul/ all.

Apart from the fact that an Arab learner has a poor mastery of English vowels, there is still the problem of length of the vowels /ai/, /i:/, ɔ:/, /u:/. An Arab learner often pronounces these vowels as if they were the short vowels /a/, /i/, /ɔ/ and /u/ respectively. The phonemes /i:/, /ɔ:/ and /u:/ are pronounced considerably longer in English than in Arabic. The Arab learner, influenced by his mother-tongue, often transfers the quantity of the Arabic vowel to its English equivalent. Thus, he often pronounces /pəli:s/ as /polis/ "police," /tɔ:k/ as /tɔk/ "talk", and /du:/ as /du/ "do". Of the eight English diphthongs, six constitute a problem for the Arab learners. These are /ei/, əu/, /iə/, /eə/, /uə/, /iə/.

Teaching Pronunciation

The best method for teaching the sound system is repetition and imitation. This means that the teacher speaks and the pupils imitate him. However, after initial training like this, pronunciation drills can be contextualized so that repetition drills can become linked to real communication with language. Situations and activities should be meaningfully related to pupils' interests and experiences and the teaching material be natural and realistic.

JEWISH ENGLISH IN THE CLASSROOM

by *Aharon Goldfarb,*
Maalot

What is Jewish English?

Throughout history, Jews have adopted various languages for their everyday use. Almost every language that they adopted was also adapted in various ways in accordance with their special needs. The most widely-known adaptations are Yiddish and Judezmo (popularly called "Ladino"), but there are also Jewish versions of Aramaic, Latin, Portuguese, Italian and Medieval French, just to name a few.

That being the case, the existence of Jewish English (to be abbreviated J.E.) should come as no surprise. J.E. is not simply standard English (to be abbreviated S.E.) with a few foreign words thrown in. Vocabulary is involved, of course, but so are changes in grammar, syntax and pronunciation.

J.E. is not only the kind of English spoken by Jews influenced by a non-English speaking environment (such as English speakers living in Israel). It is also spoken by Jews who were born and raised in English-speaking countries and whose families have been there for generations, and who continue to live there.

Examples of Jewish English:

J.E.: He's sitting and learning.
S.E.: He studies full-time in a Talmudic College.

J.E.: Which shul do you daven at?
S.E.: Which synagogue do you pray at?

J.E.: You can ask on this.
S.E.: There is a logical difficulty in this passage.

J.E.: Stop your bottling!
S.E.: Go back to your studies!

(For an in-depth introduction to J.E., see Volume Six of the *Jewish Language Review*).

Linguistic Status of J.E.

Linguists tell us we should have an open mind about languages. A person who speaks J.E. is not doing anything "wrong". Linguistically, the variety of English that he is speaking is no less valid than any other variety of English. However, he is not always aware that his English is different than others' English.

It is useful for him to know that his language is only appropriate when used with other speakers of J.E. Indeed, if used with speakers of S.E., it may be unintelligible. On the other hand, it may be inappropriate to use S.E. with a speaker of J.E. For example, to a speaker of J.E. "to pray" usually refers to an act done by a non-Jew. For a speaker of J.E. to tell another speaker of J.E. that he has just prayed sounds humorous.

J.E. in the Classroom

The question of J.E. is bound to come up at one time or another in the Israeli classroom. Students from English-speaking homes are probably exposed to it. If they use it in the classroom, it would seem wise to explain when its use is appropriate and when it is not. When a student asks how to say "Shabbat Shalom" in English, it would seem proper to explain in which context "Good Shabbos" could be used. Since the goal of teaching English in Israel is for international communication, I would not advocate actively teaching a non-international variety, but when its use does come up, we should try to explain in a non-prejudiced manner when it is appropriate and when not.

PLURITIS[1]

by *David Grossman,*
Michlalah — Jerusalem College
for Women

When asked to explain the plural, my children said that if you want *one*, you say it "the usual way", and if you want more, you say it with an "s" at the end. If that were completely true, English would be a far more straightforward language.

Unfortunately, the plural form seems to be very complex, even for native English speakers. Those who have been here "too long" are also subject to problems or interference caused by the secondary language (L_2), Hebrew.

Let's look at the bilingual aspects of this problem through the len[2] of the linguist.

As we shall see, the plural form in English may be singular in Hebrew, and the singular form in English may be plural in Hebrew.[3] We cannot always guess or predict how many items are being discussed in Hebrew by comparing the phrase with its counterpart in English or in any other language. Different languages play with numbers and quantities in different ways.

For example, in English a man may have great riches. In Hebrew, we can expect no more than to be עשיר. Maybe that's why many people in English-speaking countries have more money than those in Israel.

Are riches, then, plural in English and singular (or lacking) in Hebrew? Let's test it. "The man's riches (*is*/*are*) unbelievable". The correct form is *is*.

Let's continue to put our mouth where our money is. Why does an item costing three dollars or two pounds abroad cost six or more *shekel* plus VAT in Israel. Apparently, even native English speakers don't think about having more than one shekel at a time.

We[4] also say, "Her savings increases by 5% every year" or "His morals *is* a personal

1. Pleurisy is a disease affecting the pulmonary cavity. Pluritis affects the tongue and the brain.
2. So just what is only one lens in your eyeglasses?
3. Just to make this study more complex, there are differences in the plural form between American and British speakers. We will present only the American forms.
4. We will use the editorial or royal *we* in the singular form throughout this article. We do have critics. Copperud insists that such usage indicates the split personality of the writer. Pinckert compares it to the "we we we" of the little pig. However, we disagree with them. We have used the editorial *we* ever since we were a child.

matter"[5]. Style manuals consider these to be quasi-singular collective words, possibly in an effort to limit both our savings and our morals.

Other words only *look* singular: "They were carrying walkmans."[5]

And just for good luck, let's consider a religious term, talisman. Would a minyan of them, each wearing prayer shawls, be talismen?[6]

Animal names suffer from a special form of pluritis — possibly because deer, vermin, fowl, sheep, moose, and swine don't really have a plural form. The solution? Each one has a collective name — herd, flock, convocation, troop, chattering, exaltation, parliament, business, or siege. Our favorite (there's another variation of that editorial *we*) is an *unkindness* of ravens.[7]

Hebrew plurals are sometimes singular in English. The owner of an establishment — whether single individual, a pair of partners, or a conglomerate — is called the בעלים. Perhaps the nearest comparable form in English is the *powers that be* (note that *the powers that are...* would not mean the same thing). Why do people abroad work in an institution, but in Hebrew we are hard pressed to find any fewer than מוסדות so-and-so? Sometimes the answer is clear. English speakers can give advice and stop there. Hebrew speakers, on the other hand, don't stop until they have given עצות; the president of Macy's has a business where you can do your shopping, but the owner of any little ma and pa store here has no less than עסקים, where you can handle קניות. As a matter of fact, an English speaker might reject this article and call it nonsense, while the Hebrew hyperbole might indicate that it is שטויות.[8]

Haman and his ten sons were hanged on the gallows. Let's ignore the sons and their hangups for the time being, and concern ourselves with their highstrung daddy. Was Haman hanged on a gallow?[9]

What's worse than a mother-in-law? Two mothers-in-law. That was too easy? Well, if one of these distinguished women lives in a mother-in-law's house, then where do both of them live? In mothers-in-laws' houses, of course.

The experts seem to be more confused than you are. We drink bloody Marys[10], but talk

5. Freeman, p. 224.
5. *Forum*, Oct. 90 p. 48.
6. No, they are talismans. Freeman, op. cit.
7. See Grambs, pp. 54–56 for a complete list of animals and the names of their groups.
8. See an excellent treatment of this subject in Levenston, E.A., *English for Israelis: A Guide for Teachers*. Jerusalem: Israel Universities Press, 1970.
9. Fowler's says that he wasn't. (Gowers, Ernest. *Fowler's Modern English Usage*. London, Oxford, 1983).

   Two related points: (1) In Hebrew, Haman and his sons were merely hanged on a tree — עץ. The translators made the story a bit more romantic and exciting. (2) Haman *et al.* were definitely hanged, not hung — unless we argue that they were framed.
10. According to *Webster's New Collegiate Dictionary*.

about two Rockies or Ptolemies.[11] It doesn't have to be that way. In Dutch, borrowed English plurals ending in a *y* look like English possessives: *baby's, lolly's.*[12]

Combine the English plural and its possessive to tickle the tip of your tongue: "Whose house is that?"/"It's the Joneses'"[13] (possibly pronounced "joneseses").[14]

We can detect the Greek or Latin element in many English words by the way in which the plural is formed. However, Hebrew usually maintains its own plural form when it absorbs foreign words.

English has one criterion, and three Israelis sitting in a board meeting have at least twelve criteria. Hebrew, on the other hand, doesn't bother with those crazy Greek endings. One criterion, many קריטריונים.

Similarly, one phenomenon, many phenomena, but (here's a mouthful for you) many פנומנונים — and that's often pronounced *penomenonim,* even if we have difficulty accepting the תופעה.

Latin words follow a similar pattern. Teachers have one syllabus, the Ministry has many syllabi, but onomatopoeic Hebrew has silly סילבוסים (Only purists insist that Hebrew has תוכניות לימודים).

Let's study more trix of the trade. One matrix, but two matrices. Or is it matrixes?[15] Hebrew, correctly, recognizes the feminine — *trix* ending in Latin: מטריצה, plural מטריצות.

Pluritis is *in.* "The *agenda* included a report on the *hysteria* from the *data* on *propaganda* from the *media.*" Hebrew can be more logical — many נתונים, but one נתון.

Many authorities agree that we may have one formula, and many formulas — not formulae.[16] On the other hand, radios have antennas, but insects have antennae.[17] Books have indexes; but mathematicians and statisticians discuss indices.[18]

Do these examples prove that the plural of all words from Greek or Latin follow the original language? Let's see:

Exercise I: Is the plural of *momentum*, er, momenta? That sounds too much like *uno momento* — which, for the moment, seems singular. Momentums? That sounds like a brief antacid commercial. Moments? Maybe we should vote on it.

Exercise II: Is *bases* the plural form for *basis* or *base?*

Perhaps we are all ignoramuses about Latin plural endings — or are we ignorami?[19]

11. Johnson, p. 280.
12. Cohen, Harry. "English in Dutch", in *Verbatim,* VI: 3, 1980, p. 915.
    Computer stores in Israel carry diskettes with the same name as this fine journal. They are pronounced vehr-ba-TEEM. Does that make one diskette a verbat?
13. "Apostrophes" in *Verbatim,* II:4, February 1976, p. 225.
14. Some experts decry this usage. See "Plural anomalies" in *Fowler's,* p. 456. Cottle feels that "my cousin in Guinness's's' is quite feasible" — but he doesn't approve.
15. Gowers.
16. Eric Patridge, *Usage and Abusage.*
17. Freeman, op. cit.
18. Freeman, *ibid.*
19. Partridge, p. 232.

Words with Middle or Old English roots may be even less consistent than those from Latin. One foot, many feet. One goose, many geese. Yet, one mongoose, but many mongooses[20]! When we combine these examples, we have a plant with green flowers called a goosefoot. A lot of them are called — you guessed it — goosefoots!

Two European countries are being reunited. Experts question whether there were two Germanys or two Germanies. They seem to agree that there were never two Germany's — not even in the 80's.

English has two forms, singular and plural. Hebrew, to show one-upmanship, has three forms: singular, dual (or double), and plural. As a result, our English-speaking brethren and cistern sometimes teach innocent Israelis their own mistakes in English diction. Trousers, slacks, or pants are plural in English and in many other languages. Is מכנסיים a dual form because of the number of legs inserted therein, or is it a Hebraicized form of English? We've seen references to a *pant* and a מכנס, but it is unclear whether they can keep both legs warm. Surprisingly, a shirt is always singular, even though it holds both arms.

Even more unusual are the plural plurals and dual duals. If the arc-shaped pads that stop your car are called *breksim*, is one a *breks?* (Give me a brek!) If people who live in igloos are called *eskimosim*, shouldn't one be called an *eskimos*?

When I remove the rivet from a pair of scissors (and why is it a pair when I am holding one object?) then is each of the two dagger-like objects which I see before me called a scissor? Similarly, would I want a doctor to take a stab at me with a forcep? It's probably best not to get stuck with that debate.

We'll call that זוג מספריים a dual plural. It can probably be blamed on English speakers. Its opposite is the forgotten dual — in which a pair of pliers is a פלייר. Hebrew speakers can claim credit for that one.

Horace Greeley, founder of the *New York Tribune,* once cabled[21] his newspaper, asking, "Are there any news?" A staff member replied, "Not a new".[22] Other English speakers might write about a news *item.* Unfortunately, this anecdote would fail in Hebrew, which does have a "new": חדשה.

חיים. A Hebrew speaker is blessed with long lives, חיים ארוכים. In English, only feline speakers merit nine lives. Yet, whereas a small museum has but one still-life, the Israel Museum has many still-lifes.[23]

מים. Hebrew has sweet and running waters (מים מתוקים — מים זורמים). Does English? What was that about sitting על נהרות בבל "by the waters of Babylon"? (Besides, why is נהרות *waters*? Aren't they [it?] "rivers"?)

פנים. True, English speakers can be two-faced, but never multiple-faced. Hebrew speakers can look you in the faces, (possibly while having a chat with four eyes — שיחה בארבע עינים).

20. Freeman, *ibid.*
21. He had to cable because he did not have a more modern method to get all the fax.
22. Clifton Fadiman, *The Little Brown Book of Anecdotes.*
23. Freeman, op. cit.

The midday greeting is צהרים טובים. We all know that noontime are dual even though they come only once a day.

Folk dancing is רקודי עם. I could have danced all night, but there's no way to have just one dance.

My favorite expressions come from the mouths of babes — my own, of course. My Tehilla announced one Shabbat that a wak dripped from a candle. She's right, of course, and English is wrong. If a lot of drippy stuff "are" wax, then one stalactite must surely be a wak. Another child had mumps and measles. When he recovered, I couldn't find one lumpy mump or even one measly measle on him.

Britishers have more maths than Americans, who only have math, and they have more comms — Americans only have comm ports to communicate with other con,puters.

Which brings us to one of the major debates in the world of technology today: whether the little rodents next to the computer are mouses, mice, or עכברים. Most computerphiles have מאוסים — and the double entendre makes it all the better.

Some of my colleagues insist that we have no right to expect students of English to understand such a singular multiplicity of vague, irrational, and unclear concepts. They insist that any misunderstandings which may arise are not the fault of English teachers, and certainly not of the learner. We have nothing to blame, they say, but the English language.

We wonder whether that point of view will be accepted by at least a plurality of the readers.

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KNOWING A WORD[1]: WHAT IS SO DIFFICULT ABOUT IT?

by *Batia Laufer,*
Haifa University

It is only common sense that without words there can be no proper communication, however basic. Expressing messages of a four-year-old native-speaking child would require about 700 words (Kirkpatrick, quoted in Nation, 1983), and as communication becomes more complex and sophisticated the knowledge of vocabulary needs to be refined and expanded to several thousands (see for example *Cambridge English Lexicon* by Hindmarsh, 1980).

Yet such knowledge is not easily achieved. One difficulty stems from the multifaceted nature of words. Since a word is a complex of features (phonological, morphological, syntactic, semantic/pragmatic, associational), knowing a word would, ideally, mean being familiar with all its features. But the process of familiarization with the various features is often seriously impaired by interfering factors from the learner's previous knowledge of words, whether this knowledge is mother-tongue-based or foreign-language-related.

In the first part of this paper, the various components of word knowledge will be outlined; in the second, it will be shown what pitfalls the learner may face while acquiring each of these components[2].

Knowing a word

1. Form

Kowing a word means knowing its spoken form — being able to recognize it when heard and to pronounce it properly[3], and its written form — being able to recognize it in writing or print, and to spell it correctly.

1. A 'word' is taken to be a lexical item, i.e. a unit of meaning, which roughly corresponds to a dictionary entry.
2. Further problems relate to successful memorization of a word. These will not be discussed here.
3. This does not imply that the pronunciation should be native-like. The learner should observe phonemic contrasts, thus making the word comprehensible to a native speaker.

2. Word structure

Awareness of word structure would imply that the basic free morphemes and the bound morphemes would be recognized and understood (e.g. unavoidable=un+avoid+able); in production, derivatives of a word would be familiar (e.g. avoidable, avoidance, unavoidable — from avoid).

3. Syntactic behaviour

Knowing a word means knowing also its syntactic pattern in a phrase, or a sentence. For example, the learner must be aware of the fact that the noun 'police' combines with plural verbs only; that the verb 'give' is followed by two objects; that 'begin' can combine with either the infinitive or the gerund; that the adjective 'interested' is followed by a preposition 'in', etc.

4. Meaning

When a language speaker knows what a word means s/he, first of all, knows what non-linguistic entity in the outside world the word refers to, i.e. its referential meaning (designation). This applies not only to words with one meaning, but also to words with multiple meanings—homonyms (*'bank'* of a river, money in the *'bank'*), or polysemes (*'head'* of a person, *'head'* of department)— and to idioms, whose meaning is not the sum of the meanings of individual words in it (*make up one's mind*).

In addition to the referential meaning, a proficient speaker of a language would also be familiar with the following: (a) the affective meaning certain words have (e.g. 'spinster', which unlike 'single woman' is associated with old age, isolation, or sadness); (b) the pragmatic meaning, i.e. i. the suitability / unsuitability of a word with a particular situation (e.g. "I have three *offspring*" would be unsuitable in an everyday conversation); ii. the frequency of words (e.g. 'handbook' is more frequent than 'manual' or 'directory').

5. Lexical relations

Since words are mostly used with other words, one aspect of word knowledge is the awareness of (a) its meaning relationships, such as synonymy (hide/conceal), antonymy (single/married), hyponymy (flower/rose) and (b) its common collocations (a high probability, but a good chance).

The Interfering factors

In the process of vocabulary acquisition, the learner, who has to familiarize himself with the above-mentioned features of the word, must also overcome a series of interfering factors which may hinder the process of learning.

1. Form

Similarity of form, spoken and/or written, between words may result in confusion of the two words, both in comprehension and in production. Thus 'available' is often

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misinterpreted as 'valuable', 'embrace' is mistaken for 'embarrass'. In production, the confusion of pairs like 'thinking/sinking', 'price/prize', 'cute/acute' (whether due to mispronunciation, or the user not being sure which word means what) may convey a message different from the one intended by him. Knowing the form of a word implies the ability to discriminate between it and other words with a similar form, written and spoken.

2. Word structure

The knowledge of roots and affixes will very often help to detect the correct meaning of a new word and to form new words by combining familiar morphemes. However, there are words with an identical root (often polysemous) and different affixes which designate different meanings. An unsuspecting learner, who is not familiar with the two meanings of 'industry', may interpret 'industrious' as 'industry' in the sense of 'trade/manufacture, thus confusing it with 'industrial'. Even if the learner has come across both adjectives the similarity of structure may make it difficult to remember which is which. Additional examples of similar errors (both in production and comprehension) are the confusions of 'sensible/sensitive/sensual', 'exhausted/exhaustive', respectable/respective', 'virtually/virtuously' etc. (For a detailed discussion of confusion of words of similar structure and form see Laufer, 1985).

The use of roots and affixes can also lead to false interpretation when words are not analysable (infallible ≠ in+fall+ible, outgrow ≠ grow outside). Forming new words out of familiar morphemes is not simple either, due to the irregularities with which they combine. Thus, one cannot 'overthrow'[4] a ball since 'over' here does not mean 'on the top/across' as in 'overfly'; or watch an 'anteview' on the TV even though 'ante' is synonymous with 'pre' in 'prenatal' and 'antenatal'.

3. Syntactic behaviour

Errors associated with the syntactic behaviour of words have been mostly observed in cases where the learner's mother tongue differs from the foreign language. Thus, translation equivalents of Hebrew prepositions are often used with the English prepositional verbs (*depends in, תלוי ב) or are used with verbs which do not take any preposition (*to enjoy from להנות מ). Uncountable nouns are used as countables (*advices, עצות, *furnitures, רהיטים), or some singular nouns are used with plural verbs (sky, life, water* are... on analogy with the Hebrew plural form שמים, חיים, מים).

False analogy with other foreign-language forms can also result in errors in the word's syntactic behaviour, as in *reply a letter (cf. answer a letter), *finished to work (cf. wanted to work). Clearly, the errors mentioned in this section are in production only, since in reading or listening the correct structure will appear.

4. Unless it is a noun in cricket.

4. Meaning

a. Referential

If the learning of the word's meaning involves matching a foreign language form to an already existing concept in the L1 the task is relatively simple. Words like 'ice-cream', 'door', government', beauty' present no particular semantic difficulty to the Hebrew-speaking learner. It is when the semantic areas of the two languages do not overlap that the problems arise. When a concept represented by one word in Hebrew is denoted by several words in English (גדל = grow, raise, bring up) the learner faces a distinction non-existent in his conceptual world-view which he developed via his mother tongue. Errors like *it's hard work growing children, *this is a song by Wordsworth, *don't discover my secret to anyone, provide evidence for the complexity of the problem (5). (For a detailed discussion of incongruences in lexical gridding between Hebrew and English see Dagut, 1977).

The lack of meaning equivalence is further complicated when the meaning of a word in the foreign language only partially overlaps with the meaning of a word in the mother tongue and, in addition, each of the words (in both languages) has additional meanings, e.g. הלך can be 'go' or 'walk', but 'go' is also 'נסע' and 'נסע' is also 'travel'; 'walk' can mean 'טייל'. (Levenston 1970).

Languages also exhibit differences in the metaphorical extension of meaning. Thus 'גדול' refers to size or value judgement referred to by 'great' in English; 'dull' could refer to a blade, a colour, a pain, a book or an intellect (Levenston, 1970). The same is true of complex metaphors, or idioms (e.g. birds of a feather flock together, מצא מין את מינו). Also idioms in one language may have no equivalents in the other language, as in the case of English phrasal verbs, which are translated by single verbs in Hebrew ('make up one's mind' — 'להחליט'). In comprehension, the meaning of metaphors and idioms will often be opaque. In production, learners prefer to avoid the use of metaphors and idioms and substitute easier non-metaphorical expressions for them.

Avoidance has also been observed in the case of words which are voids in the mother tongue (Hebrew) — cosy, quaint, weeds. Learning such words involves creating a new concept along with the new word.

A different phenomenon can be observed in the case of words with multiple meaning. Once a meaning of such a word has been learnt it is often taken to be the only meaning. Many learners do not realize that the familiar meanings of 'since' מאז ש, 'while' בזמן ש 'abstract' מופשט make no sense in text context where they mean מכיון ש, בעוד ש, תקציר respectively. In production, the learners seem to prefer the use of 'because of', 'in spite of the fact that', 'summary' as if they refused to accept the fact that the words 'since', 'while'

5. The reverse situation of more items in Hebrew than in English ('wear' ללבוש, לנעול, לחבוש, לגרוב, להרכיב, להתבשם) will not present a serious problem to a Hebrew speaking learner even though it may look odd to him that some "common" words are "missing" in English.

'abstract' had more than one meaning. The above-mentioned instances of lack of overlap in meaning between mother-tongue and foreign language (one-to-many correspondence, partial overlap, lexical voids, different extensions of meaning, different instances of multiplicity of meaning) — all these show that learning words in the foreign language is not simply learning new labels for already familiar concepts. Words in a new language may classify certain areas of experience differently from what the learner has been used to in his mother tongue. Acquiring vocabulary in the foreign language implies acquiring this new classification.

b. Affective

As in the case of referential meaning, special difficulty may arise when one word in Hebrew can be represented by several words in English, each one with a different connotation. Thus 'feminine' and 'effeminate' are both 'נשי', but the first one implies appropriateness and approval, while the second one weakness and disapproval; the first describes women, the second — men. The learner who refers to a thin person as 'skinny' will convey a totally different message than if he uses words 'slender', or 'slim'.

Extension of meaning can sometimes result in an additional meaning with a connotation different from that of the original meaning. Thus, innocent expressions like 'drop everything', 'going all the way', 'your place or my place' have developed a sexual connotation. 'He's a gay fellow' will not necessarily be understood by a native speaker as 'he's a cheerful fellow' and 'mental' in 'John is practical while his wife is mental' can be associated with mental illness. The unsuspecting foreign learner, who is often unfamiliar with the special connotation some words have acquired, may sound awkward when using such expressions.

c. Pragmatic

Words with correct refential meaning may nevertheless be inappropriate in particular situations. In an everyday conversation, when asked how large one's family is, the expected answer would be 'I have X children', not I have X offspring', or 'I have X brats'.

This example shows that pragmatic difficulties may arise when the learner is not aware of the stylistic differences between synonymous words and expressions, or has acquired one of the synonyms and overuses it in all situations, whether appropriate or not. Thus, a learner who says 'there're approximately 20 people around' may sound unnecessarily formal, while saying to a librarian 'I don't fancy this encyclopedia' may be too familiar.

Inadequate expressions may also result from carrying over Hebrew conventions into English. In response to a mistake, 'אתה טועה' is neutral while its literal translation 'you are wrong' sounds impolite. At dinner, in response to a compliment 'that's good wine', saying 'בטח שהוא טוב, אני קניתי אותו' (Olshtain and Weinbach, 1986) may sound humorous while 'of course it's good, I bought it' might seem presumptuous, or childish.

5. Lexical relations

a. Synonymy

The lexical relation of synonymy may become problematic when words are synonymous in one context but not in another. For example, an argument can be 'strong' or 'powerful'; tea is only 'strong', an engine is 'powerful' and a 'strong' man is not necessarily a 'powerful' man. The learner, in his/her attempt to simplify the learning task, may learn one synonym and overuse it in the wrong context, or having learnt both of them, may not remember which synonym is used in which context.

b. Collocations

Collocations may not present a problem in comprehension since the meaning of the combination of words is transparent. It is when the learner has to use the right collocation with a given word that errors occur. Thus, 'make trouble', 'do homework' 'give a party' — all are clear when read or heard, but in production, errors like *"do mistakes' *"make homework' are quite frequent. Collocation errors are particularly widespread where the L1 meaning equivalent uses a different collocation. Though exposed to 'give examples', 'face a problem', 'interpret dreams', learners tend to produce *"bring examples' (דוגמאות להביא) *"stand in front of a problem' לעמוד בפני בעיה *"solve dreams' לפתור חלומות (Levenston 1970). The teacher can hardly explain such errors by references to rules, and dictionaries do not necessarily provide all the collocations in the examples of the word's use. This may be the reason for the occurrence of collocational errors in the performance of even advanced students.

Summary

It was argued in the paper that, in the process of acquiring a word, the learner has to familiarize himself with its features and often overcome a series of pitfalls which interfere with the acquisition of some of the features of the word.

Specifically, knowing a word involves knowing its form (spoken and written), structure, syntactic behaviour, meaning (referential, affective, pragmatic) and its relations with other words. The factors that interfere with learning a word were claimed to be the following: similarity of form between it and other words, similarity of morphology between it and other words, deceptive morphological structure, different syntactic patterning in the mother-tongue, differences in the classification of experience between the mother-tongue and the foreign language (one-to-many correspondence, partial overlap in meaning, metaphorical extension, lexical voids, multiplicity of meaning); connotations non-existent in the mother-tongue; differences in the pragmatic meaning of near-synonyms and of mother-tongue translation equivalents; the learning burden of synonyms and partial synonyms; the apparent rulelessness of collocations.

In view of all the above-mentioned difficulties it is not surprising that foreign

vocabulary learning is often considered, as Marton (1977) put it, 'problem No. 1 of language teaching at the advanced level'.

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(Editor's Note: since the above article was written, the book "THE CONTRASTIVE ANALYSIS OF ENGLISH AND HEBREW" has been published)

SOME NOTES ON ENGLISH IN ISRAEL

by *E.A. Levenston,*
The Hebrew University of Jerusalem

(1) For hundreds of years, contact between English and Hebrew was limited to the incorporation into English vocabulary of words of Hebrew origin:

a) direct from Hebrew, mainly religious vocabulary — seraph, cherub (note the semantic distinction between cherubim and cherubs), sabbath, jubilee...

b) via other languages, from a variety of domains — sack, cider, cane...

(2) The current state of Hebrew lexical influence on English can be judged a) by studying the updated supplement of the OED (Se — Z was published in in 1986) or b) by looking at the editorial policy of *The Jerusalem Post*, which distinguishes three classes of words:

a) those felt to be so alien to English that they are printed in italics, with an explanation in brackets: *aguna, irgun, hefker, beit din;*

b) those felt to be alien enough to need italics, though in no need of an explanation: *etrog, haredim, shmitta, kashrut;*

c) those treated as "denizens," without italics or explanation: dayan, halachah, goyim (but see 3 below), and Shas (the party).

(All examples from *The Jerusalem Post,* Wednesday, 7 October 1987, special Succot issue; for the distinction between "aliens" and "denizens", see the General Introduction to the Oxford English Dictionary — OED.)

(3) Much vocabulary of Hebrew origin has actually entered English from Yiddish, e.g., meshugge, shabbos (with plural shabbosim, quoted from Zangwill). *Sabbath, shabbos* and *shabbat* all appear in OED as separate entries. For a lovely example of "goyim naches," see James Joyce *Ulysses,* pp. 430–1 (in Penguin edition). Note that in OED Hebrew words (kibbutz, moshav) tend to be marked as "alien" whilst Yiddish words, however exotic (schlamperei, schmegegge), are "denizens."

(4) The English spoken in Israel must be distinguished according to the different kinds of speakers and addressees:

a) native English speakers who are, to varying degrees, bilingual in English and Hebrew speaking to other similar bilinguals, e.g., on a kibbutz: "If you're looking for the

mazkir, you'll find him either in the *refet, davke*, or in the *hadar ochel*, talking to the *gizbar* about next month's *taktsiv*." Note that these, (apart from *davke*), are *not* words for which no English equivalents exist although i) a *mazkir* is felt to be different from a secretary, just as *teh* is not the same drink as "tea" and ii) such words serve a similar function to slang, establishing fellow-membership of an in-group. They are mainly nouns, though "davke" is used as a sentence modifier in all positions.

b) native Hebrew speakers lard their Hebrew with English phrases the way educated English speakers use French or Latin — it gives their speech a certain cachet (i.e. snob value). So that not just *tiraga* but "Tek it izzy," and when the Minister of Commerce criticizes the security policy of the Minister of Defence he is told, in English," Mind your own business!"

(5) The English of native speakers of English who have spent a long time living in Israel may show signs of *language attrition*, i.e. they use forms that betray the influence of Hebrew, and may even feel that their judgment of what is acceptable English is no longer reliable. I have heard such people decline an invitation by saying, "Thank you!" with a shake of the head, and ask about their tea," "Did you put sugar?", and even ask a visiting lecturer from England whether he wanted his beer "black or white."

(6) The English appearing in public places in Israel — on menus, on brass plates, above shops — is notoriously mangled. In the days of Mandated Palestine it was known as *Pinglish* (short for Palestine English). Famous examples are "Dentist and Diplomat" (רופא שיניים מדופלם) and "Women and Other Diseases" (רופא נשים וכללי). For years Egged buses had a notice reading. "Haven't you left something behind?", though this is now rare.

(7) The pedagogical policy of the Ministry of Education has led to the recommendation of a dialect which probably *does not exist*, since it combines American forms of "have" with British uses of the Present Perfect (see "English Syllabus for Schools").

(8) Note the differentiation of diaspora Jewish dialects of English, where some "make aliyah" and others "come on aliyah", neither of these uses being derived from the Hebrew.

(9) This whole lecture has inevitably been "anecdotal", since hardly any solid research has been done (though see Cooper on "English on Keren Kayemet" in *The Spread of English*, and Aloni-Fainberg on English in automobile repairs). Many mysteries still remain to be solved, including the intended Hebrew-speaking readership of a shop sign in Jerusalem's Ramat Eshkol shopping center: "LIQUOR STORE — ליקר סטור."

(Notes prepared for a lecture given to the annual meeting of CONTACT, Bar-Ilan University)

'CAN I HAVE MY FOLDER PLEASE' – THE PIPE PROGRAM INTO ITS THIRD YEAR

by *Sheila Schoenberg*
and *Ilana Kornblueth.*

The 'Pipe' program is going strong. This summer for the third time running almost 200 youngsters took part in the 'Pipe' immersion program on the Campus of the Hebrew University. This year sixth graders were also included in the program.

The Language Learning Rationale of the Program.

The advantages of learning a foreign language by immersion are well known, and the concept of an immersion program is certainly not new. However, this particular program endeavours not only to accommodate the principle of learning by immersion to the needs and specific requirements of Israeli youth, but also to make use of and test other language learning ideas. One of these is the notion of content-based instruction while another is the principle of child-centered teaching. The latter principle is applied by using communicative methods and by giving the child a certain amount of choice regarding the language areas he wishes to focus on.

The Program

From the moment the participant enters the campus till the moment he leaves, the language of communication is English. Any requests in Hebrew to exchange the humus sandwich for a chocolate one or find a missing folder are met with an uncomprehending stare by the members of the staff who profess to understand no Hebrew. Strangely enough the children accept this 'convention' without any reservations, and a teacher who happens to lapse into Hebrew is duly chastened by the children themselves.

The timetable is divided into three blocks. First come the lectures or the lecturettes which range from 'visits' to English-speaking countries (or English communicating countries such as Japan) for the younger participants to scholarly lectures on chemistry, medicine, art and journalism for the older members. These lectures are delivered by native English speakers on the staff of the Hebrew University or the Museum, and by representatives of such institutes as the Australian Embassy or "The Jerusalem Post".

These lecture sessions are carefully prepared. The youngsters study ahead of time a list of about 15 key words and concepts which will figure prominently in the lectures. The lecturers on the other hand are gently coaxed into accomplishing the feat advocated by Bruner of 'teaching even six year old children' Einstein's Theory without distortion; finally the teachers often elaborate on the topic of the lectures (with some reading materials) in the lessons following the lectures.

The second timeblock consists of communicative teaching in small homogeneous groups. Oral fluency is practiced by using drama, roleplay games and brainteasers as means of instruction. At first it was believed that accuracy work could not be accomplished in this context. The short duration of time and the holiday camp mood seemed to preclude such painstaking assignments. However, this was proved wrong. When asked or given a choice youngsters of all ages opted for grammar and spelling even when the alternative was songs of the Beatles. Accordingly, part of this time block was changed to include reading and writing tasks and 'electives'; children were given a choice between grammar and spelling (at different levels), drama, computer English language games and creative writing. Grammar remained popular throughout, and creative writing also had its devotees. It is interesting to note however that drama is very popular with the younger and older kids but not with the middle age-group. Here it seems that the onset of adolescence renders drama exposure an embarrassment.

The third timeblock is devoted to social activities in heterogeneous groups led by native English-speaking students of the Hebrew University who have had previous experience as youth leaders. This is often, but not always, the most powerful instructional medium. The children become attached to their 'Madrichim' (group leaders) and readily emulate their language behavior. This, coupled with the fact that the youth science center is adept at providing interesting social activities, (trips to various places of interest, movies, dancing and singing) helps the children feel at ease with the foreign language, to view it as a viable means of communication and to become, often for the first time, actively involved in the process of producing it.

Feedback and Evaluation

At the end of the course the children and the staff are given a feedback questionnaire which helps to gauge the level of satisfaction and provides valuable insight regarding flaws and strong points in the program. As has already been mentioned, one such insight was the unexpected call for more accuracy-type learning activities, the holiday camp mood notwithstanding. This finally culminated in a spelling and vocabulary contest at the end of the camp which had as its target the reinforcement of a vocabulary of 100-150 topic words studied at the camp, including the spelling of the more frequent ones. Another insight was the 'weight' of the staff. Only teachers and counsellors (native speakers) who combine good teaching skills with openness of mind and creativity survive and enjoy

working in the program. This calls for careful screening and has resulted in the emergence of quite a unique team.

The population of the course is colourfully heterogeneous. Children come from all the schools of Jerusalem and in the upper levels from all over the country. As a result, a veritable mixing of populations occurs; religious and secular Jews and Arabs, kibbutz and urban as well as different socio-economic levels. However, since both the entrance level is not low and and the price is — as with all youth science center activities — relatively high, the incoming population is necessarily limited. This is a weak point, and the aim is to try and widen the target population, by finding additional funding for scholarships and for more widerange advertising.

In 1989 the program was extended to include an 'English Club' operating on similar lines during the school year. The children come one afternoon a week for two or three hours. This part of the program will be continued and developed in the coming year.

Conclusion

Judging by attendance, (several young people are repeaters), feedback sheets and a limited amount of followup surveys, the program has been a success. Children and teachers reported greater ease and confidence in class and gains in knowledge after the program. Possibly too some of the ideas used, notably content-based instruction, could be applied to the school situation as well. Since the transition from manipulation to communication in TEFL is always problematic, this program can provide an additional model for trying to bridge the gap.

RECONCILING GRAMMATICAL ACCURACY WITH A COMMUNICATIVE METHODOLOGY

by *Sheila Been,*
formerly of Educational Television

(A description and an explication of the recently-published (Eric Cohen Publishers) series approved by the Ministry of Education: *Grammar for the 6th Grade, Grammar for the 7th Grade, Grammar for the 8th Grade, Grammar for the 9th Grade, Grammar for the 10th/11th Grades)*

Most of my colleagues think of me as an enthusiastic proponent of a communicative methodology — and, indeed, this impression is correct. "How is it possible, then," they ask, "that you are in favour of and in fact have written, in collaboration with Marcelle Dray, a series of grammar workbooks that are traditionally rather than communicatively oriented?" In this article I will attempt to answer this question.

Let me start with the acknowledgement that there is no "one way" to learn a language. Learning styles vary according to age, cognitive styles (either analytical or holsitic) and affective sets. Methodologies, too, range from an acquisition model to a deductive model to an inductive model. All of these work for some and not for others. However, there is general consensus that whatever the means, it is necessary (though not sufficient) for learners to internalize the grammar of a language in order to achieve a level of communicative competence that matches the stated objective of the Israeli curriculum. I would like to make the claim that this objective will be reached more easily if learners are given adequate practice. Furthermore, I believe that all teachers should have an understanding of the rules of grammar. I firmly believe that it is only from a position of "wisdom" that teachers can decide whether or not to impart this knowledge to their particular pupils, and if so, how much of it to impart.

It is also generally assumed that the grammar component be presented in the

coursebook. Let us consider for a moment what conditions a coursebook is expected to meet:

- Interesting and appropriate reading and listening data.
- Thematic coherency.
- Integration of the four skills.
- Communicative tasks for the development of the four skills.
- Enrichment of vocabulary.
- Widening of educational horizons.
- Grammar (rules and practice).

In my view, the constraints on the size of a book make it impossible to include an adequate number of grammar practice activities that will promote productive accuracy; also, most coursebooks provide very brief and summarized rules (so as to interrupt the thematic coherency and integration of skills as little as possible). Furthermore, it seems to me that communicative-type exercises have their disadvantages:

- Timetables, shopping lists, maps, etc. very often do not fit into the thematic framework of the unit.
- Classic communicative activities become repetitious and therefore lose all semblance of authenticity.
- Innovative communicative activities are extremely difficult to design and a preponderance of them is not cost-effective in the long run.
- Very often, they do not offer a gradual progression of difficulty and accumulation.
- Communicative exercises are often unsuitable for individual work at home.

Since a feature of a communicative methodology is that responsibility should be shared with the learner, it seems to me that grammar exercises are ideal candidates for homework. Homework, by definition, requires the pupil to work by himself and at his own pace, with a clearly-defined objective. Homework should have simple instructions and the exercise types should be familiar.

In the light of the factors mentioned above, it seemed to us that grammar books, separated from coursebooks, would serve several important objectives. They would provide:

- teachers with comprehensive, precise and concise rules, thus enabling them to make well-considered judgements regarding what and how much to teach; to enable them to answer questions responsibly; and to enable them to give adequate feedback on errors.
- charts which offer a graphic representation of the form of the grammatical patterns. We believe that the visual value of charts is significant.
- a Hebrew version of the rules in which English examples are contrasted with Hebrew equivalents so that pupils can compare and contrast the two languages.
- pupils with the opportunity and tools for taking responsibility for their own progress.

Design of the Series

The Rules

- The rules reflect a transformational view of syntax since we believe that this offers the greatest descriptive adequacy.
- A general principle of the series is to present the grammatical topic in its entirety in each unit of study. Although this may represent a departure from conventional pedagogy, it is seen as having several advantages:
  a It is a "top-down" approach which enables the user to obtain a view of the whole before studying the parts as necessary.
  b It allows for easy access. For example, a teacher or pupil requiring a certain aspect of a rule will find it easily in the unit that covers that topic in general.

  In accordance with the curriculum, many topics are reviewed and developed in later books. This is seen as providing logical and systematic coherency which will help learners acquire an overall awareness of the systematicity of English grammar.

- Another general principle is that once a very productive rule is introduced, the rule is applied to all new rules. Two such examples are; the rules for question formation (Wh-subject, Yes/No and Wh-object) and the rule for Passivization. The question rule is presented in each unit dealing with a verb form. Passivization is presented first in the book *Grammar for the 8th Grade* and from then onwards becomes part of the rules of each subsequently presented verb form. This policy is seen as being logical, more easily accessible and more economical in terms of space.
- The rules follow the sequence of the English Curriculum. However in some cases, several patterns are collapsed into one unit for purposes of contrast within exercises, or because they fit logically into one unit. Not every pattern is included. A certain amount of discretion is used in deciding which patterns to omit. In general, decisions rest on criteria such as usefulness in the language, equivalence in Hebrew (i.e., where Hebrew functions similarly, it is assumed that natural transfer takes place) or an overall policy decision to exclude a particular area as being beyond the scope of the series. For example, all topics which are considered 'lexical' are excluded; this includes prepositions, idiomatic expressions, affixation, compounds, etc. This series does not focus explicitly on problems of Arabic interference.
- The rules are presented in English and are intended for the teacher. The grammatical patterns, as defined by the curriculum as being appropriate to that particular level, are presented at the beginning of the unit in all its aspects: use, positive statements, negative statements, subject Wh-questions, Yes/No questions, Wh-non-subject questions, time expressions, spelling rules, etc.
- Grammar rules will sometimes be re-entered at a higher level of sophistication in subsequent books (e.g., verb forms and modals are reviewed and expanded upon in each book of the series).

- A Hebrew appendix on the rule is presented. The level of Hebrew is intended to reflect the assumed literacy level of the target audience. In some cases, English terminology is used (either because there is no equivalent in Hebrew or because it is felt that the Hebrew equivalent is likely to be unfamiliar). Translations of the example sentences are offered in the hope that differences and equivalences will be highlighted.
- An English-Hebrew glossary is provided to ensure that pupils will understand every sentence. The glossary gives only the meaning denoted by the sentence offered in the exercises.
- A Teacher's Guide accompanies each book. This includes answer keys to all the exercises, several review units (approximately four in each book) and two multiple-choice tests of 50 items each. The review units and tests are copyright free.

The Exercises

- **The exercise-types** are mainly traditional in format; they include slot-fillers, picture-or word-cues, slashed sentences, rewrites, transformations, etc. This traditional format is considered the most appropriate for homework or individual work since the instructions are simple. The exercises are designed to pinpoint the discrete items under discussion. However, all sentences are meaningful and exemplify current standard English as presented in the curriculum.
- **The vocabulary** is as simple as possible. An effort is made to draw on the vocabulary list of the Syllabus as much as possible. The units are not thematically or situationally-oriented and there is no effort to integrate the skills.
- **The progression and development of the exercises** is carefully controlled. They proceed from recognition to production through several graded steps. The exercises are presented in the order of the rules where possible; sometimes, several rules are included in all (or some) of the exercises for purposes of contrast. An effort is made to keep purely mechanical exercises to a minimum. Each unit ends with a multiple-choice exercise which reviews the points covered in the unit.
- **The language of the exercises** is carefully controlled so that any language not yet presented is excluded. However, some units do introduce structures before formal presentation. In this way, pupils are exposed to patterns informally for purposes of recognition before the teaching for active use begins.

On the other hand, the surrounding language will be cumulative. In other words, once a grammatical topic is presented, an effort will be made to incorporate each topic into the language surrounding the new discrete item. In this way, the sentences become richer in style, and offer opportunities for activating previously-presented language. They therefore also serve a diagnostic function. As the grammar develops, pupils become acquainted with simple sentences, complex sentences, compound sentences, and in the final stages, with discourse at the paragraph level.

Utilization

This series is envisaged as being useful at various stage of the learning process. Three possibilities are outlined below.

- **At the precommunicative stages.** Depending on the coursebook, or the needs of the learners, the teacher decides which grammatical topic to teach, in what degree of detail, and over what period of time. This decision might well be based on a close scrutiny of the rules. Thereafter, the teacher might use the coursebook (or the lead picture at the beginning of each unit) for set induction, to present the rules (or as many as considered appropriate) in a way that will be most efficient for that particular target audience, and perhaps follow up the explanation with another communicative activity from the coursebook. The teacher will then assign appropriate exercises for homework, making sure that the instructions are understood, and that the exercises are within the pupils' ability. The Hebrew rules at the back of the book serve as a reminder to pupils, if needed.
- **At a review stage**. Since we believe that mastery of grammar is achieved over a period and that most pupils proceed through an inter-language to gradual refinement, it follows that the rules and practice exercises require re-entry from time to time. Teachers might find these books useful for this purpose as they offer a comprehensive picture of the grammatical rule being reviewed. They crystalize the grammatical point and offer practice on all aspects of the topic under review.
- **For reference purposes.** Many teachers and pupils might find it useful to use these books for clarification of rules or practice of patterns when the need arises.

Checking of exercises can be accomplished in a variety of ways. We earnestly recommend that teachers use their ingenuity to check homework communicatively. Such techniques as peer-checking, peer-created quizzes and STAD* techniques immediately come to mind. We do not advocate that entire lessons be spent on checking of homework. The extent to which pupils have worked on the exercises by themselves should be reflected in their ability to use the structure in real-life situations. We would like to emphasize that mastery is not usually achieved immediately but over a period. However, errors should not be allowed to become fossilized.

I hope that I have answered the question raised in the introductory paragraph satisfactorily and that any fears that have been expressed will be allayed. Marcelle and I hope that this series of grammar workbooks will relieve individual teachers of the enormous burden of researching the rules and creating their own exercises. Above all, we hope that the books will make a significant contribution to the teaching of English in Israel.

*STAD STUDENT-TEAM ACHIEVEMENT DIVISION described in *Using Student Team Learning*. Robert E. Slavin, John Hopkins University 1978.

NEWS FROM EDUCATIONAL TELEVISION

by *Dvora Ben-Meir*

Have you heard about SIGNAL C.Q?

SIGNAL C.Q. is a new television series for learners in Grade Seven. It will be replacing "Gabby and Debby" in the coming school year, 1991-92. The format of "Gabby and Debby" has always been popular among pupils and teachers. Teenagers all over Israel have grown up with the adventures of Gabby and Debby. Almost every young person remembers the magic stick, the Flying Doctor, and the events in the Secret Room in Peru. Pupils did projects on Australia, learned about mine accidents and even discovered the ancient history of Peru. The English Inspectorate, therefore, requested a remake of Gabby and Debby — using the same theme and format, but scripted in more authentic English and filmed in color.

What seemed to be an easy project to undertake turned out to be more time-consuming and complicated than originally planned. As in any "renovation", making one change resulted in many unplanned changes. The new scriptwriter, Pnina Kass, was given directives to rewrite the original five scripts into more authentic English. However, like all creative writers, Pnina began to develop new plot and character intricacies as well. While the original format remains the same as in Gabby and Debby, SIGNAL C.Q. offers many new, unexpected twists. Donna and Mickey, a brother and sister, are amateur ham radio operators — a hobby which entails the authentic use of English for communciation. In the first telecast, CALLING ALL STATIONS, Donna is attending her first Contest Day, a field day for radio amateurs who compete to make as many radio contacts as possible. During the contest, Donna notices that her dog has disappeared and goes off to look for him. She finds him in an old stone house — a house with many treasures. She finds a message on an old piece of leather:

Back and forth
The hour is double
Travelling to places
Where there's trouble.
Over the fire
Above the rubble

Deep inside
Lies the bubble.

Trying to understand the message, she searches the house for the "bubble". Mickey arrives at the house, after having gone to look for her and is upset with her for leaving the contest. She shows him the "bubble" she has found together with an old map and another message:

There is a reason
For riddle and rhyme
Move through space
Beware of time.
The map and the bubble
Give secret powers
The whole world
Within two hours.

Mickey is anxious to get back to the contest and in his anger at Donna for believing in magic, places the bubble on the old map. Mickey and Donna find themselves instantly transported to the place on the map that the bubble touched. Mickey has no choice now but to believe in the magic of the bubble. They return to the old stone house with very special powers.

In the second telecast, CALLING MOUNT MORGAN, Donna convinces Mickey to use the bubble to help a famous Australian orchestra conductor whose message she has heard on her ham radio station. Since the Flying Doctor's radio and airplane are being repaired, no one has gone to help the man. Donna and Mickey travel to Australia and use their ingenuity and the powers of the bubble to help get the injured man to the hospital.

In the third telecast, CALLING TIKAL, Mickey and Donna decide to help an archaeologist, who was blinded in an accident at a dig in the ancient city of Tikal, Guatemala, to find the Green Mask of Tikal, which disappeared after the accident. Mickey and Donna do some good detective work, find the thief and the Green Mask.

In telecast four, CALLING LAKE TAHOE; we see Mickey and Donna engaged in other activities; Mickey has an avid interest in motorbikes and would like to sell the radio station in order to buy his own motorbike. Donna is adept at decorating sneakers and T-shirts and seems to be developing a good business. While they are engaged in their interests, the film cuts to Lake Tahoe, Nevada, where a television reporter is investigating the causes of pollution in Lake Tahoe. By chance, Donna's friend, Sharon, hears a call for help on the radio. Mickey and Donna look for an excuse to get Sharon to leave so they can use the bubble to get to Lake Tahoe and look for the man whose call they heard. They land in the middle of the lake and inadvertently help solve the case by finding the proof that will determine who is polluting the lake.

In the final telecast of the series, CALLING JERUSALEM, there has been a robbery

of two old Hannuka lamps from the Judaica section of the Israel Museum. Donna and Mickey's uncle, the man in charge of replica production, has been accused of the crime. Mickey uses the bubble to get into the Museum and waits to see if the third lanp will be stolen. The thief enters, takes the third lamp, but manages to get away; Donna, waiting outside, recognizes the thief, and reports to the police, which puts their uncle in the clear.

The rich themes of the telecasts stimulated the textbook writer, Rena Keynan, to produce a book in which learners learn about the world they live in through the medium of English. The five units deal with varied topics which we hope will appeal to the tastes of young teenagers — such as

hobbies
communication and technology
travel
history and geography
the media
pollution and saving the Earth
mysteries
do-it-yourself

Each unit provides:
structured pair work (information gap activities)
structured group work (jigsaw reading activities)
purposeful listening activities
reading skills activities
grammar presentation and practice
vocabulary development and structured re-entry
stories for intensive and extensive reading
varied authentic texts
communicative activities
utilization exercises of the telecast

The book has been produced in full color and hopes to meet the learners' cognitive and affective needs. The book includes color photographs of characters and scenes from the telecasts in additional to varied visual data relating to the theme of the chapter. Much emphasis has been placed on making the book as visually appealing as possible, based on the knowledge that this will enhance motivation and raise the interest level of our learners.

The basic principles underlying the production of the written materials have been at the heart of good language teaching for many years:

1. Language learning is part of a learner's general development and is not isolated from a broad educational context. All themes and contexts attempt to relate to the learner's interests and needs as a future citizen of the 21st Century.

2. Language learning occurs most effectively when learners use the language to do things. Activities focus on encouraging pupils to use the language with a communicative purpose — finding information, solving problems, sharing information, applying information to personal experience.

3. Language learning is enhanced when the teaching point is transparent. Learners are informed of the teaching point of the activity and are encouraged to think and deduce for themselves.

4. Language learning progresses when there is a balance between a clear progress in the grammatical syllabus and the immediate communicative needs of the learner. A balance of accuracy and fluency is aimed at in each unit.

5. Language learning improves when learners become aware of strategies needed for organizing what they have learned. The activities aim at encouraging the pupils to think about language and how best they can learn.

6. The importance of developing learners' abilities to cope with unfamiliar vocabulary and to make intelligent guesses is central to language learning. The activities focus on vocabulary development and offer both practice and re-entry.

7. A balance between the skills of listening, reading, speaking and writing is essential for language learning. The materials offer a balance of these skills and enable learners to develop these skills equally.

The pupil's materials are accompanied by a Teacher's Guide which offers guidelines for utilization for various levels of learners. The Guide includes extra worksheets for pupils who require mechanical drills and expansion activities for pupils who need creative, independent work.

In-service teacher training courses will be held from May — August for teachers interested in using SIGNAL C.Q. Please contact your local inspector or ISRAEL EDUCATIONAL TELEVISION for details.

LETTERS TO THE EDITOR

CAN THE ORGANIZATIONS BE ORGANIZED?

Sir,

I am especially gladdened to hear that the English Advisory Committee of the Ministry of Education has initiated moves designed to ensure some degree of cooperation and joint planning among the TEFL organizations in Israel. The TEFL profession, like most other Israeli institutions, has been unable to escape the truth of the old adage of "two Jews, three political parties" and we are thus blessed with four organizations and more — all of which are concerned in one way or another with the professional growth and academic enrichment of the English teacher in Israel. The four organizations are: ETAI, CONTACT, ISRATESOL, and UTELI.

The lady continues to "protest too much": fine and mighty arguments are made out in order to justify the separate existence of these organizations; but in the final analysis they all offer a service of some kind to English teachers at all levels. All four organizations compete for the same slots on a busy TEFL calendar; all four compete for the severely limited budgets of the Ministry of Education and the British Council; and all four charge an annual membership fee that must, perforce, prevent teacher participation in this or that event of interest.

It would, of course, be quixotic to call for a confederation that would unite all four organizations but the least I would call for is the establishment of some coordinating committee designed to regulate calendar planning, common resources and membership fees — all for the benefit of the whole of Israeli TEFLdom.

Dr. Yitzchak Enav, Bet Berl College

DICTIONARIES IN THE BAGRUT EXAMINATION

Sir,

I am writing to you about a question that has been troubling me for some time — several years in fact — and that is why pupils studying for the 5 point Bagrut examination in English are not allowed to use the English-English-Hebrew (Kernerman) dictionary, whereas their 4 point counterparts are.

- As a teacher who is preparing a class for the Bagrut examination this year, (as well as in the past), and as one who spends many happy hours in the Hebrew University library, I have noticed that many of the students choose to use the Kernerman dictionary when trying to understand their reading assignments and bibliographies.

I believe that one of the reasons for school education is to prepare students for the future. By forcing a large percentage of our students to use a monolingual dictionary, we are preventing them from using a very useful "work-tool" which they naturally gravitate to once they leave the confines of the high-school.

I believe that the use of the English-English dictionary is of academic use only, and that by using the bilingual dictionary we cannot be accused of "spoon-feeding" our pupils, or of lowering the level of our English studies. The opposite is true. By using the Kernerman-style dictionary, we are enabling our pupils to become more proficient in their English studies and thereby raising the level as a result.

I know that I have disucssed the above with the English teaching staff at Michlelet ORT, Jerusalem, as well as with my colleagues at the Rubin Academy for Music and Dance, and they certainly agree with my opinion.

I also discussed the above question as an appendix to my talk on the history and use of dictionaries in the classroom — "Doctor Johnson's Legacy" — at the Summer 1990 ETAI conference at the Hebrew University. An overwhelming majority of the 30 teachers present agreed with my opinion and supported my suggestion that I should write to you about what we feel is a very important issue.

I would be pleased if you would consider the above and explain the rationale for the use of two different dictionaries.

David L. Young, Rubin Academy, Jerusalem

Sir,

At the ETAI Conference in Jerusalem, teachers expressed to me their bitterness about the fact that pupils who switch from 4 to 5 point English, or from 5 to 4 point, have to buy another dictionary.

I don't know what percentage these "migrants" comprise, but it is significant enough to have been raised by some of the teachers at the conference.

Again, I reiterate my plea to allow all students to use the Oxford semi-bilingual dictionary. It is the solution to so many problems — including this one.

The Ministry must accept the fact that the use of a semi-bilingual dictionary by 5-point examinees is not a step that will lower the standard. It will contribute to raising the standard, as pupils who have a semi-bilingual dictionary *use it more* than those who have a monolingual one. By its very nature, the semi-bilingual is more appealing and user-friendly; it is used freely and frequently, while the monolingual is used sparingly, usually only when required by the teacher.

In other words, by using a monolingual dictionary pupils *acquire a skill which they*

subsequently hardly use. (Teachers think that more of them will never again use an English-English dictionary!) Those using a semi-bilingual dictionary *do not acquire this skill, but use their dictionary a great deal,* benefiting more in the long run.

If the Ministry accepts this fact, the stage can be set for permitting the use of a semi-bilingual dictionary in the 5-point matric.

Some teachers even complained that they themselves have never in their lives used a Hebrew-Hebrew dictionary, but only bilingual dictionaries. They feel frustrated about forcing their pupils to do something that they were never able to do — use a foreign language monolingual dictionary.

I see a contradiction in allowing the 7-point students (all of whom do 5-point English) to use a semi-bilingual dictionary for their 2-point exam in translation, whilst requiring them to use a monolingual dictionary for their 5-point exam.

Ari Kernerman, publisher

■ "Immigration and Absorption Year"

Sir,

"Immigration and Absorption" is currently the central topic in our schools throughout the country. It is a wonderful topic, not only because it lends itself so naturally to what we usually teach, but because it is so authentic and so much a part of our daily lives. It is not just another topic dictated from above. Everyone is involved with it in one way or another.

In order to help the English teachers, I have put together a non-profit booklet of suggestions for teaching "Immigration and Absorption". This booklet is not a historical sketch of all the Aliyot, nor does it contain all of the sub-topics connected with the main subject; nevertheless, the booklet provides the teacher (from 6th Grade through junior high and even higher up) with a wide range of up-to-date information as well as with a collection of suggestions on how to teach the topic.

The booklet is divided into seven units:

1. Immigration and absorption — this unit attempts to make the learners really understand not just the meaning but also the significance of the two terms "Immigration" and "Absorption"; the unit also contains some hints about Youth Aliya and the beginning of the topic of Soviet Aliya.
2. Milestones on the Road to Aliya — this unit sketches in short the important dates in the history of immigration (from 1800 BCE with Abraham to the present day with the mass aliya).
3. The Jewish Agency for Israel — the history, goals and functions of JAFI are detailed.
4. The Ministry of Immigrant Absorption — various ways of helping the newcomers (useful pamphlets, ulpan...) are recommended.
5. Miscellaneous — this unit provides the teacher with about 20 pages of various

suggestions for activities geared to 6th grade and up; the emphasis is on known vocabulary in addition to new lexical items on the theme of "immigration and absorption".

6. Some personal true stories — this unit is in fact a Reader. The ten stories in this unit provide wonderful reading material; they deal with the absorption of new immigrant families, their difficulties at the beginning, the help they received from Israeli volunteers, and their feelings about belonging to the Jewish people and the State of Israel. Each story is followed by a glossary and some comprehension questions.
7. Newspaper articles — the unit consists of authentic newspaper articles with a few examples of what can be done with them (eg. exercises or various activities). In fact, one can cover much of the topic just by collecting newspaper articles and working with them in class on various levels.

To sum up, this booklet contains:

— points for discussion
— description of pictures
— dialogues
— reading passages from authentic material
— comprehension exercises (cloze, completion, multiple choice...)
— preparing interviews
— filling out forms
— writing a diary
— writing letters
— how to understand the information from a table or a graph
— proverbs and sayings.

Additional suggestions for activities which were not included in the book for technical reasons were shown at an ETAI conference workshop. Each one of the topics dealt with can be much more widely developed. Every teacher can do so according to her/his preference or to the level of the learners. The important thing is that this material is meant primarily to help and to stimulate teachers to start the project, but is by no means an end in itself.

Hopefully, all the above, if used by English teachers, will help our students to feel a part of the general atmosphere at school and in the country. They will enrich their vocabulary in this on-going process and above all, they will gain a lesson in good values, and in helping and sharing in the national effort.

(The booklet can be purchased for 10 IS. at:

1. Eric Cohen Books — Tel: 052-453206
   052-455345
2. Levinsky Teachers College: Tel: 03-6426162)

Miriam Kishon, Levinsky College

AN ENGLISH SELF—HELP READING CLUB

Sir,

It was with great interest that I read the article "English Within The Long School Day — And Without", by Raphael Gefen (ETJ 41). In this article, an English Club was considered an optional activity for secondary school children. It is true that English Clubs or Literary Clubs or Reading Clubs are very important. Since teaching reading is something that I love to do, it seemed only natural to start such a club. It is so obvious that children learn to read *by reading*. The environment has to be created for this "happening of reading" to occur. So it was very easy to conclude that I would start a Reading Club with children in the Primary — Intermediate Program (Grades 5 to 8). The same process can be done much more easily in a High School. Creating such a program through the *Peer Teaching — Self-Help Reading Program* increased all the students' reading comprehension. It was greatly motivational for everyone involved.

It was a school-wide program: every Thursday at 1:30 for one hour all the children and their English teachers took part. It was a "labor of love", a voluntary fulfillment of the principle that reading can be strengthened by reading. It was also a vehicle to create future "teachers". Pupils, through a pupil-paired program matched by personality, reading and motivational level, voluntarily stayed one hour per week to help other pupils read; thereby they increased their reading ocmprehension level with the use of visual aids and educational materials provided by the English teacher to the student-teacher. The student-teacher was also rewarded by stating on his Report Card that he was an "English Tutor".

The success of the program was recognized when I received a Ministry of Education commendation. To my surprise, everyone thought my Reading Club was so unique when the concept is so simple — learn to read by reading. And by the way, the parties held by the Reading Club at Hanukka, Purim and Passover made the whole project especially enjoyable!

Phyllis Rottenberg, Ort Junior High School, Jerusalem

1990 B.A.A.L. CONFERENCE; SWANSEA, WALES

Sir,

The annual meeting was attended by about 150 people, largely from the British Isles, with a few from many other countries including four from Israel. The theme of this year's meeting was 'Language, Culture and Nation' — clearly an opening for discussions that are familiar to us here but usually only in our restricted context. It was stimulating to consider situations elsewhere. Perhaps four points might be mentioned as of particular interest.

Naturally there was a special interest in the revival of Welsh. A keynote speaker, Professor (of Geography) Colin Williams (who had had the distinction of attending the

first Welsh-speaking kindergarten after many years of official language suppression) concluded that a realistic goal for the Welsh national movement would be cultural survival but not self-government. An essential feature of language maintenance is its use in a technologically changing environment. The speaker did not believe that a Welsh accent or self-identification led to any discrimination in other parts of the British Isles.

English as a Second Language for immigrants to England was discussed, and we heard of the difficulties of two groups of teachers: those whose mother tongue is a variety of English that is less prestigious than British English (e.g. Australian or Jamaican); and those whose control of English is apparently perfect but whose accent marks them as not native speakers (e.g. Kissinger). How acceptable are these varieties in schools? This question was asked in the light of the professional consensus that (1) the former have an independent status no less than that of American English; and (2) the latter are not therefore worse teachers.

Very topically there were a number of papers dealing with language and nation in the new Germany. However their presentation conflicted in time with others that discussed the language situations in African countries. Among these and of particular note I would mention a report from the Sudan, where there are over 100 regional mother-tongues. Those people who aim to participate (ever-increasingly) in international life must learn English or French. However the language of government is Arabic. The official use of Arabic is seen as an unnecessary and discriminatory burden, imposed by a power elite.

Finally two events of interest to Israelis: firstly the annual BAAL Book Prize was awarded to Professor Dov Spolsky of Bar-Ilan University; and secondly I found myself quite excited by a session on 'Concept Mapping and Summary Writing' given by Orna Peretz of Ben Gurion University.

Helen Levenston, Jerusalem

HOW TO RELIEVE THE BOREDOM OF CHECKING TESTS/PAPERS /HOMEWORK ETC. AND AN ANALYSIS OF SOME COMMON BAGRUT TEST MISTAKES; 4 & 5 POINTS, BAGRUT TEST 1990

Sir,

When I started teaching Bagrut classes I took every written assignment home for checking, as I found this the most effective way of spotting pupils' language weaknesses, misunderstandings and misinterpretations of character and plot in the reading selections, spelling mistakes and, of course, copying from one another. I am not a glutton for self-punishment; I simply found it the most effective way of discovering the most common and shared mistakes. The source of these was often mother-tongue interference and English (foreign-language) learner mistakes. Throughout the years I noticed the recurrence of the same mistakes. Though I took pains to correct/point out the mistakes to

individual pupils, it didn't prove effective enough. A better way was to introduce a new subject into our language practice which we called "Special Difficulties", or SP.D's, a term adopted from Alexander's "Practice and Progress". Their assignments contributed to the input of this subject, which is taught, reviewed and added to every term-test. Eventually much material accumulated and was collected into a booklet to enable easy access and reference. The systematic order presented a problem. The solution I found, perhaps not the best one, was to divide the material into three parts. *Part A* consists of problem pairs: ago-before; alone-lonely etc. *Part B* are the problem words: commit-do-make; say-speak-talk-tell etc. And in *Part C* are "Other Problems", not included in A & B, such as prepositions of time and place, the definite article etc., all in alphabetical order. After ten years I thought I had exhausted the possibilities, but there never is an end. From time to time new common mistakes surface and a new chapter will have to be added. (I'd be grateful for colleagues' ideas of a more effective way of organisation).

Checking assignments or tests is definitely not the most exciting activity but it can be quite interesting if it isn't the end-product but merely a means to an aim. This is possible when we are not only checking-correcting the individual pupil's work but go beyond it, trying to understand the origin of the mistake and devising creative ways to correct it. For example, when I found a number of mistakes in the prepositions of place in one of their assignments, I used the book they had recently read on their extensive reading program OF MICE AND MEN, and made up a brief summary leaving out all the prepositions of place. This takes the boredom out of checking, one becomes less tired, more perceptive, even fairer in marking.

Working for the מרב"ד this summer I used similar strategies by making a list of the most common, recurring mistakes. True, it takes longer to finish one paper. On the other hand this tiring and monotonous activity turns into something more interesting One's intellectual curiosity is aroused as to the source of the mistake. The following is an incomplete list of the most common mistakes I came across.

4 POINTS — Reading Comprehension Passage — Hebrew Answers

a. The translation — in context — of words/phrases is poor, often copied straight from the dictionary or totally misunderstood. A good example of this is the Hebrew for "sewage purification plant" to which one pupil wrote עשווים שותים. The Hebrew spelling is, of course, עשבים שוטים. Probably the pupil found the translation for the word *plant*, which he/she translated to "weeds". Other translation difficulties are caused by their poor knowledge of Hebrew. They do not distinguish between *as if* and *like* (כאילו-כמו), *security* and *safety* (בטחון-בטיחות), *this finding* is מציאה instead of ממצא. Another type of translation problem is reading *hit* as *heat*, writing *slipping* instead of *sleeping* (from the cloze, version A).

b. Their ability to express themselves in Hebrew is astonishingly poor. Frequently they include irrelevant material. This leads to the question: Were the pupils trained to answer

clearly, succinctly and intelligently in Hebrew? Perhaps some teachers think it superfluous to teach them how to answer in Hebrew? Many pupils repeat the question, and omit reading the last part, which gives rise to wrong answers or partly incorrect ones. The following is an example: Version A, Reading Comprehension, English answers: Pupils did not read question 16b carefully and answered to WHAT SHOULD BE DONE WITH THE PERSON BITTEN BY A SNAKE? instead of reading WHAT SHOULD YOU DO WITH A SNAKE WHICH HAS BITTEN SOMEONE? On question 16d, in many cases the answer was the YELLOW SCORPION. The wrong answer stems from hasty reading and not re-reading before answering. The correct answer is CHILDREN AND OLDER PEOPLE WITH HEART PROBLEMS. The red herring is the word DANGEROUS with the mental association to the word SCORPION.

c. **Language Mistakes**

When asked WHAT DOES THE WORD... REFER TO? They begin with IT REFER TO, or ITS REFER TO and fall into the common Hebrew Speaker's trap: omission of third person singular "s". Why not teach them to answer directly, leaving out IT REFERS TO? From Cloze A, number 15, they have to complete ON THE ONE HAND... ON THE OTHER: again their poor language makes them write ON THE ONE SIDE. (Using the Hebrew מצד אחד). On the dialogue they like to start a question with SO or SO WHAT or SO HOW LONG. The reason is, probably, the abuse of the word אז in Hebrew and their translating it word for word.

5. POINTS — Reading Comprehension "The Plagues of Summer".

a. Many misunderstood the inverted commas (question 1a) and thought the intention was humorous; hence the plagues of the summer were the various holiday activities mentioned in paragraph 1. It also reveals their lack of understanding the term PASSAGE, which they probably interpreted as PARAGRAPH.

b. Reading Comprehension (version B). The answers to question 2a were too long and often irrelevant. They had to complete the sentence, starting with WHEN ... (it's too hot outside). It seems that the inclusion of irrelevant material makes them think "the longer the answer the better the mark," or "the correcter the answer"

c. On the paraphrasing: Most didn't know the phrasal verb LOOK DOWN.

d. Use of correct prepositions of time and place is poor.

e. They like to start a sentence with IT MEANS but instead of this unnecessary but correct opening they write IT'S MEAN.

f. Use of the possessive "s" is poor, or non-existent.

g. Hebrew interference with BICYCLE, LIFE — *ARE* instead of *IS*.

h. Semantic problems: differences between LAND and COUNTRY, SOIL, GROUND, EARTH.

Some pupils have dysgraphic problems: their writing is nearly illegible. It seems that not all teachers are aware of the various exemptions for such pupils suffering from learning disabilities (dyslexia, dysgraphia etc.), so bright pupils get poor marks on the

written test. Some pupils' spelling and grammar are too poor to take the five-point Bagrut test. They would, probably, get a better mark on the four-point test.

As mentioned before, perhaps this is not a very efficient way of checking Bagrut Tests, but it offers insight into a subject we teachers, who work for the מרב"ד, or check test papers of our pupils, profit from in more than one way.

Amalie Etkin, Gane Yehuda

THE FAMILIARITY FACTOR

Sir,

In teaching English and Business English to adults, I am finding that after spending a number of months with my students, both in class and in private sessions, my ability to judge their level and their progress diminishes. This is especially true of high intermediate and advanced students.

I ascribe this phenomenon to familiarity. As I get to know the students and how they think and express themselves, I tend to "fill in the gaps" — anticipate — smooth out the flow of their language. I have a dear friend whose English is workable but limited. After knowing him for three years I consider him fluent! But I am sure that someone else would judge otherwise.

I suggest that all of us create a network/buddy system to evaluate each others' students... in this way the subjective appraisal would be more fresh and attentive.

Is this problem addressed in the literature?

Lori Mendel

REFRESHER COURSE FOR ENGLISH TEACHERS ON MOUNT SCOPUS

Sir,

This summer, a refresher course for teachers in the intermediate and upper division was initiated by the In-Service Education Department of the Hebrew University and by the Ministry of Education. The aim of the course was two-fold: firstly, to offer didactic — theoretical — updating, introducing teachers to new and helpful methodology; and secondly to provide a review of certain problematic points of oral and written proficiency.

The program consisted of four major components. Firstly, there were daily sessions in oral and written proficiency, given by teachers from the Department of English of the Hebrew University (Sheila Deutch and Gilbert Bonan). The oral sessions included language laboratory exercises, while the work on written proficiency focused mainly on the identification and correction of errors produced by Israelis as a result of negative transfer from Hebrew.

The second component was the didactic updating, which included lectures on topics

such as the use of newspapers in the classroom, listening and reading comprehension strategies, and clinical workshops using closed circuit television. The focus here was on lesson presentation and situation analysis.

The enrichment lectures dealt with somewhat more theoretical concerns. Topics here included "Rule-Governed Behaviour", "Foreign Language Learning Strategies" (Prof. A. Cohen), "Lexicology" (Prof. E. Levenston), "A. Feminist Reading of some Literature Items" (N. Shohat) and "My Way to Teaching" (Prof. A. Shalvi).

Finally, there were optional afternoon and evening activities, including lectures and excursions to the Old and New City, which were organized by the School for Overseas Students, and were conducted in English. An additional component, which must not be overlooked, is the unique background against which the course was held: the beautiful campus, the breathtaking views from Mount Scopus, and the spirit of the Golden City.

A questionnaire given to the participants at the end of the course produced very positive feedback. It is clear that the course fulfilled an important need and that the participants were pleased with both the content and the structuring. Apart from one lecture, all the activities were graded mainly as 4 or 5 on a scale of 1 to 5 (1 — unsatisfactory; 5— very good). Overall, there was a strong sense of interest, enjoyment and achievement, with requests by many participants for a sequel.

Ilana Kornblueth and *Sheila Schoenberg*

TEACHER-COLLEAGUES ABROAD AND THE GULF WAR

Sir,

During the years that I have been a member of TESOL I have had the privilege to make some wonderful friends from around the world, all of whom are deeply involved in different aspects of teaching ESL/EFL. No two of my TESOL friends are alike. Moreover, they are all so very different from myself.

As January 15 drew near I became more and more annoyed with my TESOL friends. Not one had found the time to drop a line. Furthermore, no one at TESOL saw the need to make some sort of statement acknowledging the situation in Kuwait and our entire region. And so, deeply upset, I sat down and began a letter to my TESOL-friends expressing my hurt and fears, trying to make some sense out of my mixed-up emotions. I never got to finish it. By the next day we were in the midst of a war. My letter grew into a diary — the story of one Israeli family.

In my diary I wrote about Uri, my sixteen year old son, pounding on the door at 02.45, shrieking: "There's a missile attack!" I wrote about going down my list of things to do "if it should ever happen." (The list that only two days before was the joke of the family.) I wrote about Michali lovingly caring for Barbie and Skipper as we sat in our sealed room.

I wrote about Dana complaining that the gas mask was worse than going to the dentist. I wrote about my growing fear of the night and the blasting siren. I wrote about driving my family crazy every evening to put their things away so that the attack wouldn't catch us with a messy house! I wrote about decorating gas masks and Michali's constant question: "Should she curse all of the Iraqis or just Sadaam Hussein?" I wrote about all the little things that the CNN didn't cover.

Here on the kibbutz we went back to school almost immediately. I spent many hours discussing the war with my pupils and finding some pleasure in how much English they were learning from the CNN. As part of our attempts to deal with our fears and emotions my kids drew pictures and wrote letters and reports about the war. I sent packages of pupils' work and my diary to my TESOL friends and to different schools in the States — our modest contribution to Israel's public relations.

As the weeks passed I began to receive replies. My diary triggered deep emotions and memories Sadaam Hussein together with previous wars roused. To Mary, the Gulf War meant another Vietnam, a trauma she was still trying to come to terms with. Christina remembered how lonely and neglected her family had felt during the time she had been a political prisoner in Argentina. And as Elizabeth viewed the "soldier daddies and soldier mommies kissing their children goodbye," she was once again a little girl reliving the death of her own father, killed in battle during World War II.

The most moving collection of letters came from a group of teachers from New York. Apparently, one of my "packages" reached Maria Mastrandrea, a former NYS TESOL president, who read the diary at a local TESOL meeting. All of the teachers immediately sat down to write a few words to express their deepest support and thanks (!) for my sharing my/our experiences with them.

TESOL friends are something special. I have learnt so much from mine. I know that teachers are busy people and English teachers are always on the run, but all it takes is a couple of minutes to drop a line. I know that even a short note saying: "Thanks for thinking of us." will be greatly appreciated and may carry meaning further than we can imagine.

If you want a TESOL friend, or if you just want to write a few lines to a colleague across the sea, send your letter to me and I will forward the "package" to the NY affiliate.

Judy Yaron, Kibbutz Mishmar HaNegev
D.N. HaNegev 85315

Sir,

Pupils of the upper grades at the Rogozin Comprehensive High School, Kiriat Ata, wrote letters to American soldiers manning the Patriot batteries in the area during the recent Gulf War. These letters have now been published by the school as a booklet; they express so clearly the feelings and hopes of our young people during the war.

Writing these letters was not only an example of educational initiative on the part of the Head of our English department, Mrs Arlyne Gozali, but was a clear and convincing example of the authentic use of English as a world language. Mrs. Gozali and her pupils put into practice the "aims and objectives" of the English Syllabus for Israel Schools — English as a language of international communication and also English as an instrument for inculcating educational values.

A. Michelovitz, Principal

(Editor's Note: some of these pupils' letters are included in a collection of pupils' letters (the others are in Hebrew) to be published shortly by the Pedagogical Secretariat of the Ministry of Education.)

CONFERENCE ANNOUNCEMENTS

1991

■ **University of Silesia 6th Annual International Conference on Second/Foreign Language Acquisition/Learning**
9 — 11 May 1991, University of Silesia, Poland.
Details from: DFr Janusz Arabski, Institute of English and General Linguistics, ul. T. Bando, 10, 41-205 Sosnoviec, Poland

■ **Conference on Language Testing in Europe, University of Jyvaskyla, Finland**
27–21 May 1991
Details from: Language Centre for Finnish Universities, University of Jyvaskyla, SF-40100, Finland

■ **International Conference on Contrastive Linguistics**
10–12 May 1991, Innsbruck, Austria
Details from: Manfred Markus, Institut für Anglistik, University of Innsbruck, Innrain 52/III A-6020

■ **Linguistic Society of America Symposium on the Sociology of Language** (in honour of Joshua A. Fishman's 65th birthday)
8–12 July 1991, University of California, Santa Cruz
Details from: Ofelia Garcia, The City College of New York, School of Education, New York, 10031

■ **Seventeenth World Congress of the FIPLV**
12–16 August 1991, Pécs, Hungary. In conjunction with the Hungarian Association of Language Teachers
Theme: Foreign Language Learning and Lifelong Education: "Modern Languages for Adults".
Details from: Mrs. Racz, 17 Posta, PObox 67, H-7617, Pécs, Hungary

■ **Eighth International Symposium on Languages for Specific Purposes**
12–23 August 1991, Ramat Rahel, Jerusalem
Details from: Dr. Dennis Curzon, English Department, Hebrew University of Jerusalem, Jerusalem 91905.

■ **International Society of Applied Psycholinguistics, Conference**
16–21 July 1991, University of Toronto, Canada
Theme: "Research Trends in Applied Psycholinguistics"

Details from: Professor Dr. Renzo Titone, Department of Educational and Social Psychology, University of Rome "La Sapienza", Via degli Apali, 8 1-00185 Rome, Italy

■ **ETAI Summer Conference**
15–16 July 1991, Jerusalem, The Hebrew University, Mt. Scopus
Details from: ETAI, POB 7663, Jerusalem

■ **12th International Congress of Phonetic Sciences**
19–24 August 1991, Aix-en-Provence, France
Details from: Secrétariat du Congrès International des Sciences Phonétiques, Université de Provence, 29 Av. R. Schumann, F–13621, Aix-en-Provence, Cedex 1, France

■ **EUROCALL Meeting**
21–23 August 1991, Helsinki, Finland
Details from: Eija Salo, Helsinki School of Economics, Runeberginkatu 14–16, SF-00100, Helsinki

■ **Linguistics Association of Great Britain: Autumn Meeting**
16–18 September 1991, York, U.K.
Details from: J. Coates, Roehampton Institute Southlands College, Parkside, London SW19 5NN, U.K.

■ **EXPOLINGUA** — International Fair for Languages, Translation and International Communication
7–10 November 1991, Frankfurt, Germany
Details from: Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-65000, Mainz 26, Germany

1992–1994

■ **EXPOLINGUA — International Fair for Languages, Translation and International Communication**
25–29 November 1992, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany

■ **IATEFL — 26th International Conference**
23–26 October 1992, Lille, France
Details from: E.T.A.I., POB 7663, Jerusalem

■ **Tenth World Congress of the International Association of Applied Linguistics (AILA)**
8–12 August 1993, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands

■ **Eighteenth World Congress of the FIPLV**
in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
28 March – 1 April 1944, Hamburg, Germany
Details from: FIPLV Head Office, Seestrasse 247, Ch-8038 Zürich, Switzerland

■ **Congress on Teaching Hebrew**
August 1993, Jerusalem
Details from: Ben-Zion Fischler, Council on the Teaching of Hebrew, P.O.Box 7413, Jerusalem 91071

■ **IATEFL with the Association for Language Learning**
10–13 April 1992, Heriot-Watt University, Edinburgh, Scotland
Details from: E.T.A.I., POB 7663, Jerusalem

THE PIPE PROGRAM:
תיאור תכנית קיץ באוניברסיטה העברית לתלמידי תיכון, בה משולב למוד תוכן במקצועות השונים עם למוד השפה הזרה.

NEWS FROM TELEVISION:
חדשות מהטלוויזיה החנוכית, קורסים חדשים בחנוך היסודי וחטיבת הביניים.

LETTERS TO THE EDITOR:
מכתבים למערכת: ארגוני המורים, מילונים בבגרות, שנת העליה והקליטה, מועדון קריאה באנגלית, ועידה בבלשנות שמושית, ניתוח שגיאות באנגלית ותיקונן, קורס "ההיכרות", קורס השתלמות ריענון, מורים בחו"ל ומלחמת המפרץ.

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ועידות וכנסים בישראל ובחו"ל למורים לאנגלית כשפה זרה, ולבלשנים.

SUPPLEMENT ON TRANSLATION AND LANGUAGE TRANSFER:
מאמרים ומידע על הוראת "מיומנויות התרגום" ועל סוגיות בבלשנות מעמתת.

ENGLISH PRONUNCIATION FOR ARAB PUPILS:
בעיות דוברי ערבית ברכישת ההגיה באנגלית והצעות להוראת ההגיה.

JEWISH ENGLISH
על תכונות "אנגלית יהודית" שעלולות להתעורר בכיתות בזמן למוד האנגלית כשפה זרה.

SOME NOTES ON ENGLISH IN ISRAEL:
"העברת" העברית לאנגלית בפי דוברי אנגלית בישראל, והשאלות מעברית לאנגלית תקנית ולא תקנית.

KNOWING A WORD:
תאור המורפולוגיה האנגלית. המילה, צורתה, מבנהה, משמעותה, קשריה עם מלים אחרות, עימות עם שפת האם, וכו'.

PLURITIS:
בעיות ועצות בלמוד, מספר הרבים בדקדוק האנגלית, ועימות עם העברית.

עלון למורים לאנגלית, מס' 42, סיון התשנ"א, מאי 1991

תמצית המאמרים המופיעים בגליון הזה:

INFORMATION FOR ENGLISH TEACHERS:
הוראת האנגלית בביה"ס היסודי; ספרי למוד למקצוע "מיומנויות התירגום"; הוראת האנגלית לתלמידים עולים חדשים; "בית הספר כמרכז תקשורתי", ניסוי חדשני; מקראות לקריאה אקסטנסיבית; סרטי וידיאו למתחילים צעירים; ספרי למוד לבית הספר היסודי ולחטיבות הביניים מאת שושנה פוסטול; הוראת שפות זרות בקהילה האירופיאית; בחינות הישגים לכיתות ו'÷ט'; "הוראת הדקדוק הפדגוגי, ספר למורה; "תכנית הלמודים באנגלית"; עתונים ללמוד אנגלית; לומדה חדשה לתלמידים מתקשים.

ANNOUNCEMENTS FOR BAGRUT TEACHERS:
מותר השימוש ברדיו "וולקמן"; איסור על השימוש במילון ממוחשב; נבחנים עולים חדשים; הבנת הנשמע לנבחני 3 יח"; שינויים בסולם ההערכה לבחינה בעל־פה ("שטף דיבור" ב"נאום").

APPROVED TEXTBOOKS 1991-1992:
רשימת ספרי הלמוד לשנת הלמודים התשנ"ב.

BOOKS FOR TEACHERS:
ביבליוגרפיה למורים – ספרים על מתודיקה, על הוראת המיומנויות השונות, על הוראת הדקדוק, אוצר המלים, עזרים, משחקים, הספרות, מבחנים, מחשבים, ניתוח מעמת וכו'.

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IMMIGRANT PUPILS FROM RUSSIA:
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HOMEWORK AS AN ELEMENT OF LEARNING:
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HOW TO SURVIVE AS AN ENGLISH TEACHER
בעיות המשמעת, ארגון חומר הלמוד בשעורים, סגנונות שונים במשמעת.

FOR THE NEW TEACHER IN PRIMARY SCHOOL:
עצות למורה החדש בבית הספר היסודי, תכונות התלמיד הצעיר, פעולות למוד, תכונות המורה בחנוך היסודי.

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(כולל "דפי הדרכה לאנגלית")

42

סיון, התשנ"א, מאי 1991

הוצאת האוניברסיטה הפתוחה

למורים לאנגלית

42

סיון תשנ"א

מאי 1991

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(כולל ידפי הדרכה למורים לאנגלית)

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS'

(I S R A E L)

43
DECEMBER 1991

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(INCORPORATING "ENGLISH TEACHING GUIDANCE")

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS' JOURNAL (Israel)

(INCORPORATING ENGLISH TEACHING GUIDANCE)

43

DECEMBER 1991

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

מערכת "עלון למורים לאנגלית" – הפיקוח על הוראת האנגלית
במשרד החינוך והתרבות, ירושלים 91911.
לכתובת זו יש לכוון את פניות הקוראים.
הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

The "ENGLISH TEACHERS' JOURNAL (Israel)": editorial board — English Inspectorate, Ministry of Education and Culture, Jerusalem 91911, Israel, to whom all correspondence should be addressed. Published by Publications Department, Ministry of Education & Culture,

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עלון למורים לאנגלית, מס' 43, טבת, תשנ"ב, דצמבר 1991
ENGLISH TEACHERS' JOURNAL (Israel)
(incorporating ENGLISH TEACHING GUIDANCE)
Number 43, December 1991

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INFORMATION FOR ENGLISH TEACHERS

■ 1991–1992 School Year National Project: IMMIGRANT ABSORPTION

Further to the information given in the ENGLISH TEACHERS' JOURNAL, Number 42, we are happy to inform teachers that a textbook — ENGLISH FOR IMMIGRANTS — has now been published by Eric Cohen Books, together with an accompanying Teacher's Guide and audiocassette. The book has been approved by the Ministry of Education (approval of the glossary in Russian, Spanish and Amharic is pending). The authors are Elaine Hoter and Aliza Samuel-Yahav. The book is meant for pupils in the upper secondary school (Grades 10–11) who need a "bridge" textbook to bring them up to the level required; these are pupils who learnt English in their countries of origin but are one or two years behind the level of the class.

For upper secondary school immigrant pupils who did not learn English in their countries of origin but another Roman-script language (usually French or German), or whose level of English is very low, the English Inspectorate recommends that the textbooks "ESH: ENGLISH HERE AND NOW", Books 1 and 2, or "ESH 9" be used.

Some hundreds of new immigrant teachers of English have entered the school system of late and we offer them a welcoming hand. These teachers, mainly from the Soviet Union but also from Bulgaria, Romania, South America and the English-speaking countries, have all been interviewed by the Ministry to confirm their suitability for teaching in Israel and in addition have passed tests in English proficiency and attended retraining courses. New courses are now opening in the following locations (5–6 months duration): Ohalo College (Tiberias), Western Galilee College (Acco), Gordon College (Haifa), Levinsky College (Tel Aviv), Bet Berl College (Kfar Saba), Orot College (Elkana), Teachers' College (Rehovot), Ashkelon College (branch of Bar-Ilan University), Kaye College (Beersheba), and in Jerusalem.

■ Israel Federation of English Language Teaching Organizations (IFELTO)

A number of organizations and other frameworks dealing with teaching English in Israel are now operating, with the consequent need for co-ordinating activities, avoiding overlaps of timing meetings, optimally utilizing visiting experts, representing the profession as a whole within Israel and internationally, and developing proposals for national policies and standards. The following bodies have therefore set up IFELTO — the Israel Federation of English Language Teaching Organizations:

1. ETAI (English Teachers' Association of Israel)
2. ISRATESOL (Israel branch of International TESOL)

3. UTELI (University Teachers of English Language in Israel)
4. CONTACT (association of teacher-trainers for EFL)
5. MINISTRY OF EDUCATION, English Inspectorate
6. MINISTRY OF EDUCATION, English Advisory Committee

Members of the committee for the 1991–1992 school year are: Professor Elite Olshtain (Chair), Professor Dov Spolsky (corresponding member, on sabbatical abroad), Dr Esther Lucas, Joan Abarbanel, Sheila Been, Ephraim Weintroub, Malcolm Johnson (British Council Education Officer), Raphael Gefen.

■ **New Approved Textbook for Grade 6: WINDOW TO THE WORLD**

Window to the World, by Judy Yaron, edited by Sheila Been and published by Eric Cohen Books, is a new textbook addressing the interests of Grade 6 pupils, while taking into account the need for simple English. Each of the ten chapters focuses on a famous historical story. The full-colour illustrations add atmosphere and appeal. The book is carefully graded and develops the skills of reading, listening, speaking and writing systematically. The book covers the grammatical and lexical syllabus for Grade 6. A glossary is provided in Hebrew, Arabic and Russian. The *Teacher's Kit* contains: a Teacher's Guide with timed lesson plans, methodological suggestions, background information and answer keys; ten posters to facilitate classroom discussion; and an audio-cassette which presents a dramatic rendering of the reading passages to facilitate silent reading, tasks to develop listening comprehension and tasks to develop correct pronunciation. The audio-cassette can be purchased separately by pupils for personal use at home.

■ **New Approved Courseware, Grade 9 (or weak Grade 10): "STRAIGHT TO THE POINT"**

This multi-media course, written by Rivka Bar-Hama and Gavriella Shoshani and published by Gestalit Haifa, consists of an illustrated textbook, a pupil's audiocassette, computer games on a floppy disc and a detailed Teacher's Guide. Its aim is to develop the oral and written communicative skills through a learner-centred approach. Pupils are encouraged to formulate, discuss and report their personal views and in doing so to practise the language structures and vocabulary taught. The audiocassette and the optional floppy disc enable the pupils to manage their own learning. They will be able to do the communicative listening activities at their own pace; the computer games, actually vocabulary and grammar drills in disguise, are competitive and demand speed and co-ordination. A scoring system and THE BEST TEN PLAYERS TABLE will motivate pupils to play again and again. The learner-centred textbook provides explanations that are graded and fully contextualized. The pupil's mother-tongue is considered an asset in learning English; consequently, many exercises pinpoint differences between English and Hebrew or Arabic. A 2000-word glossary in English, Hebrew and Arabic is provided.

■ **New Supplementary Reader: "LEARNING TO READ"**

This new supplementary Reader (to be used only to accompany an authorized textbook) by Avril Rose, published by Eric Cohen Books, is for young beginners who are already familiar with the alphabet. The language is simple and repetitive. Part of the text is written in rhyme. Exercises in sound practice are included and a deductive approach to spelling rules is offered. Full-colour illustrations and engaging activities are provided.

■ **Immigration and Absorption, by Rachel Tal and Hanna Shayovits**

In the framework of Amal's activities concerning the 1990–1991 study theme, this booklet has been prepared to help teachers introduce the subject of immigrant absorption. The booklet attempts to provide a suggestive rather than exhaustive approach to dealing with the problems of immigration and absorption into Israeli society, within the English syllabus for Grades 10–12. The booklet includes reading passages as well as a variety of suggestions for speaking and writing activities. Available from AMAL, Kehilat Kiev St., 15, POB 24104, Tel Aviv.

■ **New Approved Courseware for Listening Comprehension, Grades 9 and 10: "I HEARD THAT" Book 2, Book 3**

Each "book" consists of a workbook/textbook together with two audio-cassettes, written by Carol Goldfus and Nomi Ballas and published by University Publishing Projects. The course is based on interviews. Each pupil has his/her own cassettes and is able to develop listening skills at his/her own pace. Contents of Book 2: How To Take Care Of Your Dog, Let's Travel to Finland, The Fun They Had, Hit A Ball, Let's Travel to Greenland, Guilty Or Innocent?, The Faithful Dog, Time Out, Score!, Return From The Dead. Songs taught are: If I had a Hammer, Rock Steady, Here Comes The Sun, Bridge Over Troubled Water.

■ **New Approved Textbook for Grade 9: "GETTING INTO THINGS"**

This integrated textbook, written by Nancy Raz and published by Eric Cohen Books, consists of eight units, each thematically developed round a topic of interest and relevance to this age group. The material covers the grammatical and lexical syllabus for Grade 9 and develops all the four skills. It has been designed for use in conjunction with the book "*Grammar for the 9th Grade*" (Been and Dray). A glossary is provided in Hebrew, Arabic and Russian. A Teacher's Guide and an audio-cassette are available. Chapter headings are: Friendship, Foods, Making Sense, Space, Nature, Communicating, The Future.

■ **Approved Textbook for Grade 4: "LET'S READ AND WRITE — AN ABC WORKBOOK"**

The author, Lillian B. Englander, has now produced a revised edition of this textbook, published by University Publishing Projects. The workbook aims to help the child develop listening and speaking skills at the same time as he/she is learning to read and

write. An accompanying audiocassette provides opportunities for the child to listen to dialogues, monologues, songs and poems and then to become an active participant by speaking along, singing along and then speaking without the aid of the cassette. The reading program helps the child to read both globally and phonically. The workbook is in full color, with many illustrations. This workbook can now be viewed as a full coursebook for Grade 4.

Lilian Englander has also written a series of SPELLING WORKBOOKS for Grade 5 and 6: "*BALLOONS, BOATS AND OTHER THINGS*" and "*FRIENDS, PEOPLE AND OTHERS*". These workbooks are intended to help pupils learn to spell basic English words and can accompany all coursebooks being used in Grades 5 and 6. Each unit deals with a given subject, and the spelling words chosen for each unit are directly associated with the given subject. In addition to the various presentations and exercises, each workbook presents "Study Rules for Spelling".

■ **New Approved Textbook: "THINKING IT OVER"**

This new approved textbook for Grade 10, written by Ilan Wagner and published by Eric Cohen Books, is an integrated coursebook featuring authentic passages on a variety of topics, with each one aiming to generate active involvement on the part of the pupils. This book aims to challenge pupils to examine themselves and the world around them through issues relevant to them. Each unit includes a variety of exercises in writing, listening, vocabulary acquisition, reading comprehension and oral communication. Grammar exercises are thematically integrated into each unit. A Teacher's Guide and an audio-cassette are available. Contents: Lies and Truths, Conformity, Work, Heroes, The Land, Social Action, Education, Self-Reliance, The Power of Language.

■ **New Approved Textbook: "TUNE IN TO ENGLISH"**

This new approved textbook for Grade 7, written by Marcelle Dray and Evan Fallenberg and published by Eric Cohen Books, is an integrated coursebook consisting of nine units, each of which is developed around a song that acts as a reference point for a grammatical pattern, lexical items or idiomatic expressions. Every unit presents sections which focus on the four skills of speaking, listening, reading and writing. The book is designed to be used in conjunction with the grammar workbook *Grammar for the 7th Grade* (Been and Dray). The Teacher's Guide contains an answer key, background information and methodological suggestions for both more-and less-able pupils. Music sheets for the songs are also provided. The accompanying audio-cassette contains the songs and task-based listening comprehension.

■ **"THE ORAL BAGRUT EXAMINATION: Guide for Teachers and Testers"** — repeat notice

This Guide (published by the English Inspectorate, Ministry of Education, 1989) contains a full description of the tests for THREE POINTS, FOUR POINTS and FIVE POINTS,

and the breakdown on the Scale of Marks for fluency and accuracy for the Reading Programme (literature) and for the Technical Texts reading programme (see ENGLISH TEACHERS' JOURNAL, Number 42, May 1991 for changes in the marking scale for "Fluency" in the "Extended Speech" (Monologue) section). In addition, the Guide contains articles, reprinted from past issues of the ENGLISH TEACHERS' JOURNAL, on the following subjects: Testing Overall Oral Proficiency, Methodology for Teaching Role Play, "Extended Speech" in the Bagrut Examination, Testing the Monologue, Units for Group Work, Modular Questions for All Literary Texts, Group Discussion for Testing the Reading Programme, Testing the Interview, Gestalt Approach in Oral Testing, General Considerations for Oral Bagrut testers. The Guide is available from "Atlas" Publishers and from Eric Cohen Books (addresses in this issue of the JOURNAL). A VIDEO CASSETTE (1987) of the Oral Bagrut is available from the Pedagogical Centres of the Ministry of Education in the various localities and from the National Pedagogical Centre (Mr Ezra Mizrahi, Tel: 02-817410/1), containing *Interviews, "Monologues", Role Plays, Literature Programme and Group Discussion* (pupils of the Gimnasia Ivrit, Jerusalem).

■ **New Appointments in the English Inspectorate**

With the retirement from the Inspectorate of Rivka Kressel (Central District) and Nelly Tager (Tel-Aviv District) — both of whom are now working as teacher-trainers — the following new appointments have been made:

Central District — Jean Vermel, Judy Segal

Tel-Aviv District — Barbara Vendriger, Ofra Inbar

The other members of the English Inspectorate are:

Tel Aviv — Thea Reves

Central District — Zvia Epstein

Haifa — Elana Neumark, Tsafra Tatcher

North — Esther Harari, Lenny Ravits

Arab Sector — Alexander Nahas

Druze Sector — Yosef Shaheen

South — Hana Horovitz, Hana Winter, Aggie Kaufmann, Wilma Ornan

Rural Division — Miriam Greenwald, Judy Steiner, Avi Tsur, Karla Nahamovitz

Jerusalem — Yitzhak Ernest

Chief Inspector — Raphael Gefen

National Teacher-Counsellors — Zilla Krater (computers), Irit Kupferberg (Translation Skills), Ephraim Weintroub (new immigrant teachers).

A number of Inspectors are retiring at the end of this school year, including the Chief Inspector (מפקח מרכז). For further information about vacancies in the Inspectorate (public tenders will be issued on receipt of approval by the Civil Service Commission) write to: English Inspectorate, Ministry of Education, Jerusalem 91911.

■ **"Impro" Creative Drama Workshop**

These workshops, conducted by Jeff Gordon and Penny Starr, provide ample opportunities for pupils to engage in role play, simulation and improvisation. Pupils' oral communicative ability will be improved in a dynamic atmosphere, and at the same time current social and cultural issues will be dealt with — aliya, violence, quality of the environment, drugs, communication, and also themes connected directly with the English Syllabus. The workshops are adapted to the particular requirements of teachers and pupils in each and every school; teachers are also provided with supplementary written materials. An average workshop lasts about two hours and includes a short play, role plays, improvisation in pairs and small groups, and other drama activities and exercises — all in English, of course. During the workshop, a class discussion takes place about the subject presented. Teachers interested in inviting the workshop to visit their school and to receive information concerning performance fees etc, should write to "English Drama Workshops", POB 603, Tel Aviv, Tel: 03-5712506, 053-650657.

■ **New Approved Textbook for Upper Grades: "ENGLISH FOR IMMIGRANTS"**

(see separate entry in this issue — "Immigrant Absorption")

This book, written by Elaine Hoter and Aliza Samuel-Yahav and published by Eric Cohen Books, is designed to meet the needs of the immigrant young adult (Grades 10-11). It aims to bring the immigrant student's level of English proficiency up to that of his/her Israeli peers and to broaden the immigrant's knowledge of the history and culture of Israel. The four sections of the book are built around different themes: Section 1 is a factual and humorous "tour" of Israel, Section 2 helps alleviate fears and uncertainties about army service and emphasizes that the Israeli army is a people's army, Section 3 presents four figures in Israel's recent history, with each of the stories adding to the immigrant's understanding of Israel's development as a state, and Section 4 deals with immigration from the pre-state era to the present day, with the stories presented enabling immigrants to view their own immigration as part of the continuity of Jewish history. Vocabulary and grammar are taught in each Section, as are reading comprehension strategies and cohesive devices. A Hebrew, Russian, Amharic and Spanish glossary is presented at the back of the book. The cassette offers exposure to a variety of English-speaking voices and includes: (a) a reading of all the cloze passages for purposes of self-checking, (b) an "acted-out" version of the dialogues, and (c) a variety of interviews and monologues for task-based listening.

■ **Computers — communication from Tzilla Kratter, National Teacher — Counsellor**

1. *Errata*:

In "Books for Teachers: A Select Bibliography", ETJ #42, pp. 26-31 the following title is missing, due to a printing error:

Using Computers in the Language Classroom by Christopher Jones and Sue Fortescue, Longman Handbooks for Language teachers, Longman, 1991. This is a practical

handbook and a *must* for the practising teacher, especially if he is still a beginner. If you don't have the book, it is worthwhile getting the latest edition (1991) with its updated introduction, software directory, useful addresses, magazines and journals, user groups and bibliography.

2. Computer Counselling Available for English Teachers

Jerusalem

a. מרכיזה פדגוגית, רח' אוסישקין 38, ירושלים, Tel. 02-248657 — Drorit Wagner
b. Teachers working in the city of Jerusalem (מנח"י) can contact Marion Ben-Amir at the above phone or in the evening, Tel. 02-861028 (home).

Tel-Aviv

a. מרפ"ד, טשרניחובסקי 22, תל-אביב, Tel. 03-5281762
b. Nili More, afternoon and evening, Tel. 03-268948 (home).

Central District

a. Center for Computers in Education, 15, Arlozorov St., Rehovot. Debby Toperoff, by appointment, Tel. 08-452415
b. מרכזיה פדגוגית, בית יד לבנים, כפר סבא. Debby Toperoff, by appointment, in the evening, Tel. 03-9226083 (home).

Haifa and the Northern District

a. מק"ם, סמטת הרמן 7, חיפה. Tel. 04-511459, 04-510280 — Nava Gil'ad, between 8 a.m. and 2 p.m.
b. Nava Gilad, after 9 p.m., Tel. 06-388553 (home).
c. המרכז להנחיית מורים לפיתוח לומדה, שיבת ציון 25, קרית אתא, Tel. 04-452269 — Arlene Gozali, Shelley Papps, Nili Bossel, Sunday and Thursday 8 a.m.-2 p.m.

Northern District

Sheldon Rappaport, Tel. 06-920045/55 (Tsfat College, first and second Tuesdays in the month 06-577544 (Nazareth College, third and fourth Tuesdays)

3. Catalogue of Approved Software for Teaching English

The Centre for Technological Education, Holon, has published an official catalogue of approved software for teaching English price NIS 25.-.

Each program in the catalogue is described in terms of its publisher, name, the hardware for which it is appropriate, the subject (e.g., 'grammar'), details of the contents, and the pupil population it is meant for.

Teachers and schools using computers in their teaching should buy a copy from:

היחידה הארצית להערכת לומדות,
המרכז לחינוך טכנולוגי חולון
רח' גולומב 52
חולון, טל' 03-5028904/
03-5028977

Teachers are reminded that they should make sure that the Israeli software they are considering for purchase has in fact been approved by the National Courseware Evaluation Department at the Center for Technological Education in Holon, since this ensures that the software has been carefully examined from the pedagogical and technical points of view.

The fact that one item of solftware from a given publisher has been approved does not necessarily mean that other items published by him have also been. Some publishers are giving schools the false impression that all their software has been approved, instead of one or two programs only.

■ **Course Books for the "Translation Skills" Programme** (repeat notice)
(See ENGLISH TEACHERS' JOURNAL 41, December 1990, for a description of this new subject in the curriculum)
The following textbooks are now available:

1. "*A Course in Translation for Schools*", by E.A. Levenston, consisting of articles about translation skills and problems and a selection of texts for translation from English to Hebrew. Publisher: GOOD TIMES, P.O.B. 3576, Jerusalem (Tel: 02-437153).
2. "*The Contrastive Analysis of English and Hebrew: A Reader for Schools Studying the 'Translation Skills' Syllabus*", an anthology of articles and chapters from books, compiled by Raphael Gefen. Publisher: Ministry of Education and Culture, Division of Curriculum Development. Available from "Atlas" and "Eric Cohen" (addresses in this issue of the JOURNAL).
   Contents: LEXICON — 1. Contrastive Analysis and Levels of Vocabulary Difficulty (R. Gefen), 2. Incongruencies in Lexical 'Gridding' (M. Dagut), 3. Comparing Vocabulary (E.A. Levenston); SYNTAX — 4. Over-Indulgence and Under-Representation (E.A. Levenston), 5. Contrastive Analysis: the Passive Voice (M. Dagut), 6. The Passive in Hebrew and English (E.A. Levenston), 7. 'Aspect' in English and its Possible Hebrew Equivalents (M. Dagut), 8. Modality in English (E.A. Levenston), 9. Transitivity (E.A. Levenston), 10. Rank-Shift: Reported Speech (E.A. Levenston); PRAGMATICS — 11. Only for Telling a Man He Was Wrong (E.A. Levenston), 12. Sociocultural Competence and Language Transfer: the Case of Apology (E. Olshtain), 13. Differences in Culture (E.A. Levenston).
3. *A Collection of Passages for Translation from Hebrew to English*, selected by

Professor E.A. Levenston, is now available for teachers only, from the English Inspectorate.

The Syllabus for the subject (including details of the 2 Point Bagrut programme) is available free of charge from the English Inspectorate, Ministry of Education, Jerusalem 91911.

■ **Achievement etc. Tests for Grades 6, 7, 8, 9** (repeat notice)

As reported in the last issue of the JOURNAL, the following tests are available *free of charge* in the form of Teacher's Kits; schools will photocopy copies for the pupils.

Grade 9: Achievement Test; Teacher's Guide.

Grade 8: Diagnostic Test; Progress Tests; Achievement Test; Teacher's Guide.

Grade 7: Diagnostic Test; Achievement Test; Teacher's Guide.

Grade 6: Teacher's Guide; Achievement Test.

Apply on school-headed notepaper to: English Inspectorate, Ministry of Education and Culture, Jerusalem 91911.

■ **Teaching the Pedagogical Grammar of English** (repeat notice)

This handbook for teachers (revised edition), compiled by Raphael Gefen and published by the Ministry of Education and Culture, deals systematically with the grammar patterns specified in the new Syllabus. The patterns are described and explained, contrasted where necessary with Hebrew, and accompanied by didactic suggestions. The book also reprints the article "Teaching Grammar as Part of Meaningful Communication", which first appeared in the ENGLISH TEACHERS' JOURNAL, 25. Available from Ministry of Education distributors (see list in these pages).

■ **New English Syllabus for Schools** (repeat notice)

Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot", Rehov Karlebach 29, Tel Aviv; Mada, Herzl 49, Haifa; Radik, Gershon 25, Beersheba; Lotos, Allenby 99, Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Eric Cohen Books, Rehov Hasadna 7, Raanana, P.O.B. 2325 (Tel. 052-453206, 455345).

■ **Newspapers in Simplified English**

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC Times — for Grades 5, weaker 6, good Grade 4.

Just for You — for Grades 6 and weaker 7.

Good Times — for Grades 7, 8, 9

Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.

English Express — for Grades 9, 10 and for students preparing for the 3-POINT Bagrut. Exercises, news, sport, entertainment, stories.

Address: GOOD TIMES, P.O.B. 3576, Jerusalem 91035, Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:

Hey There! — for Grades 7–9, and less advanced pupils in upper grades.

Student Post — for Grades 10–12.

Yours —for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.

Address: THE JERUSALEM POST, P.O.B. 81, Jerusalem 91000, Tel: 02-551651, 02-551616, Ext. 293.

■ **Collections of Past Bagrut Papers**

Eric Cohen Publishers (Tel: 052-441645) have published the following collections of past Bagrut papers:

FOUR and FIVE POINTS, 1984–1990

THREE POINTS, 1983–1990

GEMER, 1982–1990

Distributors of Ministry of Education Publications (including the *English Teachers' Journal*)

1. תל־אביב — "אטלס" — צ'לנוב 49, 03–378901. מרכז תצוגה, רכישה מקום.
2. ירושלים — "אטלס" — שושן 4, טל' 02–247764.
3. תל־אביב — שיווק אמיר, אלקלעי 7. טל' 03–446095.
4. תל־אביב — "מורשת" — אבן גבירול 116, טל' 03–449485.
5. תל־אביב — "ספרי" — נחלת בנימין 30, טל' 03–654517.
6. תל־אביב — "ספרי" — דרך ההגנה 67, שכונת התקוה, טל' 03–336833.
7. תל־אביב — "ספרי" — אחימאיר 27, רמת אביב ג', מרכז מסחרי, טל' 03–410968.
8. בת־ים — "שוורץ" — הרצל 45, בת־ים, טל' 03–860036.
9. בת־ים — "ספרי" — בלפור 120 (סוכנות יפה את בניטה), טל' 03–588165.
10. רמת־השרון — "ספרי" — אוסישקין 20 (סוכנות לתלמידים), טל' 03–480252.
11. רחובות — "דבר" — הרצל 168, טל' 03–453789.
12. חולון — "ספרי" — סוקולוב 79, טל' 03–885797.
13. חולון — "גול" — סוקולוב 100, טל' 03–80848.

14. פתח־תקווה — "סנדרס" — סוכן נייר, הזמנות בטל' 03–992876.
15. רמת־גן — "ספרי" — ז'בוטינסקי 31, ת"ד 3101. טל' 03–7515121.
16. רמלה — "פאפירוס" — שדרות הרצל 73, רמלה, טל' 08–229271.
17. ירושלים — "בית הלל סלוצקי" — הלל 4, טל' 02–244848.
18. ירושלים — תמיר — רח' בית הכרם 29, ירושלים
19. ירושלים — תמיר — רח' בן־יהודה 2, טל' 02–249556.
20. בית־שמש — "מסדה" השבעה 6, טל' 02–912416.
21. חיפה — "אטלס" — דבורה, טל' 04–667473.
22. חיפה — "בטלהיים את תמיר בע"מ" — נורדאו 34, טל' 04–641666, 04–667045.
23. חיפה — "ספרי" — החלוץ 16, טל' 02–622465.
24. רעננה — "אריק כהן" — רח' הסדנא 7, אזור התעשיה, ת.ד. 2325, רעננה 43650 טל' 052–441645, הרכישה במקום.
25. רעננה — "ספרי" — קרן היסוד 1 (פינת אחוזה), טל' 052–912874.
26. עפולה — "דבר" — ארלוזורוב 11, טל' 065–93531.
27. כפר־סבא — "אלדין" — ויצמן 89, טל' 052–442851.
28. נתניה — "ספרי" — הרצל 34, טל' 053–23991.
29. טבריה — "ספרי" — כיכר רסקו.
30. צפת — "גרינבוים" — ירושלים 59, טל' 069–30249.
31. באר־שבע — "רודיק" גרשון 25, טל' 057–32000, 057–78110.
32. באר־שבע — "ספרי" — ההסתדרות 38, טל' 057–70692.
33. ניתן לבצע הזמנות בכתב במרכזים בפדוגוגיים ברחבי הארץ.

BEST COPY AVAILABLE

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS

LISTENING COMPREHENSION TEST SCRIPT, 1991 EXAMINATION

B: Good morning, listeners to Radio 3. I am happy to present a new programme called "The World of Technology." Today's speaker is the well-known journalist, Mr Ron Givens, and his subject today is the tape recorder or radio which people plug into their ears — the Walkman. Good morning, Mr Givens.

G: Good morning.

B: Why are you so interested in the Walkman?

G: When we talk about music and technology today, we can hardly imagine the world of music without the cassette and the Walkman. Wherever we go we see people with earphones over their ears.

B: uh, uh, That's true. Could you tell us something about the history of the Walkman?

G: Certainly. Let me tell you a little about it. First of all, the Walkman came onto the market on July the first, 1979. Back then, in 1979, no one could have imagined what effects this machine would have. Since the first Walkman, or "personal stereo" as it is called, was manufactured, more and more music has been recorded on to cassettes and more and more people are listening to music on their own personal stereo, their Walkman.

B: Why, would you say, has the Walkman become such a success?

G: In my opinion, there are several reasons. One of them is the fact that the earphones are light and produce very good sound. Also, they are compact and can be carried around everywhere with no effort at all. As a result of the popularity of the Walkman, sales of recorded cassettes have increased. Do you know that more than 450 million cassettes were sold in 1989, ten years after the manufacture of the first Walkman?

B: You don't say! In which way has the Walkman influenced the kind of materials recorded?

G: Well, much more material is now recorded on cassettes, especially literature: books which are abridged, that is to say shortened, and then recorded.

B: It is quite fascinating!

G: Yes, yes. You know, the Walkman has also completely changed the way we listen to music. Wherever we go, these personal stereos accompany us on all our daily activities, from jogging to riding on the buses, from cleaning the house to working in an office.

B: The Walkman has certainly made an impact, has had an effect on us and it all sounds so wonderful.

G: But you know, even the most wonderful things have their disadvantages and the social effect is not always positive.

B: Could you explain what you mean by that?

G: Of course. The Walkman isolates us from the outside. People walk around in their own world and shut out the other people, "out there" so to speak. If you meet people who are listening to a Walkman, you have two choices: either you can touch them on the shoulder or you can shout, in order for them to switch the machine off. Of course, you can ignore them entirely and ...

B: ... If they don't want to talk to you, they can pretend they haven't heard you.

G: Ha! Ha! I suppose so ... But do you know that, unfortunately, there is something even more serious?

B: What can that be?

G: The personal stereo, the Walkman, may be having an effect on our hearing as well.

B: On our hearing! Has this been proved?

G: Well, no one has done enough research to prove definitely that these machines may cause permanent damage, in other words a total loss of hearing, but I am sure that they do so.

B: That is terrible!

G: Yes, it is. Dr. Smith, a well-known doctor, an expert in audiology, says that the sound that comes from these personal stereos is louder than the loudest motorcycle. Do you realize that the effect on our ears of a loud Walkman is worse than that of a motorbike?

B: Does this mean that he is warning us not to use the Walkman at all?

G: Not necessarily. He is not against personal stereos. He just says that we must be careful how much we listen; we must be sure that we do not listen for very long periods at a high level of volume. It would appear that listening for a long time when the sound is very loud *will* cause damage the ears.

B: So, what do you suggest we do?

G: Well, I am afraid that people will have to decide for themselves. One thing is sure — the Walkman is certainly here to stay.

B: That's clear, but I hear a definite note of warning in your words. Thank you, Ron Givens, for a most interesting talk. Goodbye for today from "The World of Technology".

QUESTIONS

(a) Mr. Givens is:

i) a Walkman designer
ii) an audiologist
iii) a writer on a newspaper
iv) working for Radio 3

(b) When did the Walkman first come onto the market?
ANSWER: .....

(c) Why have so many cassettes been sold in recent years?
i) Because they are now much cheaper.
ii) Because so many tape recorders have been sold.
iii) Because the Walkman has become so popular.
iv) Because people now like listening to music.

(d) Besides music, what material is now being recorded more than in the past?
ANSWER: .....

(e) What do you have to do in order to communicate with someone using a Walkman?
i) Raise your voice.
ii) Pull his/her arm.
iii) Wait quietly till he/she notices you.
iv) Switch it off.

(f) What social effect does the Walkman have?
i) It makes the listener more sociable.
ii) It isolates the listener from those around him.
iii) It helps the listener to concentrate on his work.
iv) It tells the listener about society.

(g) What possible problem with the Walkman is discussed?
i) The quality of the cassettes.
ii) Giving up reading books.
iii) The danger to one's hearing.
iv) The price of the Walkman.

(h) What does Dr. Smith compare the sound of a Walkman with?
ANSWER: .....

(i) In connection with the problem discussed in his talk, Mr. Givens suggests that people:
i) listen at a high level of volume.
ii) do as they think is best.
iii) use a Walkman more.
iv) stop using the Walkman.

(j) A suitable title for the talk could be:
   i) How to Make Friends
   ii) For Your Ears Only
   iii) Learning Languages by Cassette
   iv) For the Ears of Others

(Editor's Note: unfortunately, most examinees were not able to hear the broadcast, so the test was cancelled.)

ENGLISH BAGRUT FOR "MANAGEMENT" AND "TOURISM" PUPILS

The following syllabus and examination programme have been adopted by the Ministry of Education and Culture (Inspectorates for English, Management and Tourism); these pupils learn "Business English" in addition to the "General English" which is learnt in all schools.

1. Examination Dates 1992 and 1993

Summer 1992: 4 Point pupils in the Management and Tourism Trends will do
EITHER the "regular" examination (written and oral)
OR the special programme (see below)
Summer 1993: 4 Point pupils in these Trends will do the special programme ONLY.

2. Syllabus for the Special Programme in the 4 Points Bagrut Examination

a. Oral Test: 8 articles in "Technical English", chosen by the school from the anthologies of articles authorized for this purpose; role-play and extended speech ("monologue") on "management" and "tourism" themes; interview as for the "regular" examination.
b. Written Test: writing a business letter. Two subjects will be offered, one on a management theme and the other on a tourism theme, and examinees will select one (instead of the "cloze" passage in the "regular" paper).
c. Written Test: completing a dialogue on a theme connected with management or tourism (no choice offered; instead of the dialogue in the "regular" paper).
d. Written Test: all other sections of the examination (reading comprehension passages, listening comprehension, multiple-choice language exercise) as in the "regular" paper.

3. FIVE POINT Bagrut for Pupils in the Management and Tourism Trends

a. Summer 1992 optional; Summer 1993 compulsory.
b. Oral Test: — *all* the articles in the authorized anthology of articles for these Trends; also, ONE drama or TWO short stories
   — extended speech and role-play on a management or tourism theme
   — interview as for the "regular" test
c. Written Test: no special written exercises for these Trends

4. "BUSINESS ENGLISH" — number of lessons per week

The Ministry of Education allocates to "Business English" (a general term covering both "management" and "tourism") 2 hours per week in Grade 10 and 2 hours per week in Grade 11; these hours are over and above the hours allocated to "General English" in these Grades — usually 4 h.p.w. (for 4 Point pupils). In all, therefore, 4 Point pupils in these Grades learn English 6 h.p.w.

It is recommended that the hours be allocated as follows:

Grade	General English	Business English	Total
10	6	—	6
11	4	2	6
12	2	2	4

5. Textbooks for the "Business English" lessons for 4 Point and 5 Point Pupils

a. "Linguistic Features in Business English, Management Trend", Book 1, Book 2
b. Anthology of Articles, Management Trend (about to be published)
c. "Linguistic Features in Business English, Tourism Trend", Book 1, Book 2
d. Anthology of Articles, Tourism Trend (about to be published)

6. Examination and Textbooks in Business English for 3 Points and Gemer Pupils

a. Pupils sitting for the 3 Points Bagrut do the "regular" written paper. In the oral test, the themes for picture description and role play should focus on management or tourism themes.
b. Textbooks:
   i. Tourism — "English for Receptionists"
   ii. Management, Secretarial, Clerks — "Modern Office Guidance", "English in Situations"
   iii. Teachers should also endeavour to teach selected items from the textbooks to be used for the 4 Point programme.
c. The 3 Points programme leads to a Bagrut certificate but not university entrance; the Gemer programme does not lead to a Bagrut certificate.

7. Textbooks for "General English"

Schools will choose suitable textbooks from the list of authorized textbooks published by the Ministry of Education (see ENGLISH TEACHERS' JOURNAL, No. 42).

WHY BOTHER TO CORRECT MISTAKES? DOES IT DO ANY GOOD?

by *Raphael Gefen*
(Paper presented at ETAI Conferences Haifa and Jerusalem 1991)

Select the appropriate fillers for the first two slots of the following substitution table. My guess is that you will come up with the same answer that I did:

Teachers	enjoy	mistakes.
Pupils	abhor	
Linguists	fear	
Testers	seek	

Pupils Fear

Pupils undoubtedly fear mistakes; for them a mistake is of course a sign of failure and whatever the bravado that they display when their flawed work is returned to them, they really dread the day. The teacher's comments, intended as they hopefully are as constructive feedback, are seen only as negative criticism.

As Richard Allwright has expressed it — "classroom error-correction is a social event", evidence of failure in the eyes of fellow-pupils, with possibly harmful and stressful repercussions on pupils (and teachers too). His advice is that teachers take into account the self-image of pupils, their social background and that of the class as a whole, the context of the error (for example, whether it occurs in a multiple-choice grammar drill or in an essay), and consider the possible humiliation felt by the learners, the laughter of their peers, etc. The learner's anxiety level, cognitive style, intelligence, language aptitude and personality must all be considered by the teacher, usually within a very short time — in order to decide whether to correct or not, what to corect and how to correct.

On the other hand, pupils feel cheated if their mistakes are not corrected — despite all the currently popular educational and methodological "humanistic" theories which point to the harm to the pupils' ego and the risk involved in raising the level of anxiety, and despite some variants of communicative language teaching which favour "fluency"

(getting the message across) at the expense of "accuracy". Learners have this love/hate relationship with error-correction — despite their fears, they are constantly seeking some assessment of their progress towards proficiency. And let us not forget the parents — they are often the most assiduous of all in demanding corrections and are suspicious of the teacher who, for no doubt valid educational reasons, has decided not to correct certain specific errors; they sometimes even query whether the teacher himself (it has happened to me!) was aware that these were mistakes!

Teachers Abhor

In the same way as learners see mistakes as evidence of failure in learning (or intelligence, etc), teachers abhor them as evidence of failure in teaching, especially if the mistakes have been "corrected" before but nevertheless recur; in this case, they either lose confidence in their ability to teach, taking their pupils' failures to heart, as it were, or they develop a negative attitude to their pupils, convincing themselves that "they could learn if they wanted to". And here too, teachers feel that they are not doing their jobs properly if they do not sit over those exercise books hour after hour, correcting mistakes and feeling in their bones what little effect it all has.

Linguists Enjoy

Errors are "the mirror to the soul of the learner" (Corder), in the eyes of the psycholinguist. They "reveal where he came from (*i.e. interference from which mother-tongue — R.G.*), what resources he calls on *(i.e. learning strategies — pattern generalization and analogy, logical analysis, inference from the context, dictionary search, etc — R.G.),* his former learning experiences *(i.e. current level of proficiency — R.G.),* what he risks *(i.e. hypothesis-testing — R.G.)* and what he avoids"; in other words, mistakes are also creative and cognitive, not just evidences of failure. Errors are not just the results of unsuccessful language learning or teaching, but are barometers of pupil progress: they exemplify the INTERLANGUAGE reached by the learner at any given stage of learning. Corder put it so succinctly many years ago — "the significance of learners' errors", showing development in language learning and not just the degree of deviation from perfection.

Testers Seek

Statistically, tests are meant to show differences, usually on a scale of 100. Tests are faulty if all pass or fail, so the temptation is always there to ask more and more questions on less and less material, often testing the exception rather than the rule. A desire or requirement to rank pupils will often lead to treating very minor infringements of style or spelling (punctuation?) on the same level as syntax or vocabulary.

Who Decides What Is To Be Corrected? What Is An Error?

Deviant forms that interfere with communication and lead to misunderstanding ("sink"

for "think" in phonology, "comfortable" for "convenient" in vocabulary, a positive for an interrogative sentence in syntax) are all clear cases of error, but there are also cases which do not interfere with communication but are nevertheless deviant: *"I must to go" makes a teacher sigh, and *"he don't go" seems to be ineradicable (not adding the suffix 's' in the third person singular present simple is the most common error in English grammar and occurs whatever the learner's mother-tongue may be; it also occurs in non-Standard varieties of mother-tongue English).

But who decides whether a certain form is an error or not? Some readers will be aghast at my having a sentence beginning with "But", as the previous one did, and would have blanched had I written "like" instead of "as" in this one; others will have and would have noticed nothing untoward about them. The usual criterion for correctness is the performance of the educated adult native speaker (I stress — *educated*) but I would suggest that it is precisely the native-speaking academic who is the most tolerant of others' speech and is the most open to linguistic innovations. Except for a disturbing number of teachers (English mother-tongue and foreign language). Readers might like to comment on the verbless sentence above. And (another interesting word to begin a sentence with (!)) observers of language behaviour have frequently pointed out the existence of a distinct "English Teachers' English" register: a register and therefore one variety in the speaker's repertoire among many others, so that the very same teacher will use another register outside the classroom. It is a register and not a dialect — pity the one for whom "Teachers' English" is the *only* variety used — his/her dialect. Give such a person any text in English and ask whether there are any mistakes in it — and he/she will provide them with glee and alacrity, although a trained linguist will proclaim it free of error. Indeed, one of the most tiresome duties of the linguist is to persuade these teachers that there are such things as varieties of language and that language is always changing.

Luckily, these rigid and puristic teachers are a minority in our profession, in Israel at least. And we must never forget that our professional role does require that we give clear answers to linguistic questions and that we be a source of authority: we are also agreed, as expressed in the Syllabus for Israel Schools, that we foster accuracy as well as fluency. But even this minority contains too many native speakers of English and even more non-native speakers, however well they have learnt English. They must be weaned away from the simplified pedagogical grammars meant for learners or from the hazily-recalled "school ma'am English" of their childhood schooling. I am amused at teachers defending 'whom' as against 'who' or regarding a preposition-at-the-end-of-a-sentence as a mistake, with the final resort to "but that's what my teacher taught me" (alternatively, "my freshman English instructor") — have not they themselves been teachers long enough to realise that a teacher's rulings are not infallible? Researchers agree that the most puristic and intolerant (not specifically referring to teachers) are older native speakers (part of the nostalgia syndrome) and also highly successful foreign learners of English.

The answer lies in language teachers qualifying also as linguists (applied): a sufficient and necessary knowledge of the structure of the language and especially of its varieties

and of its constant change and development will give them more confidence in their teaching and allow them to judge whether a certain form is right or wrong, appropriate or not.

For let us never forget that our pupils' exposure to English, in this final decade of the century, is no longer confined to the classroom, and the teacher's words are no longer their sole source of input; I suggest that the average pupil has almost as much exposure to English outside the classroom as in the actual lesson (perhaps the teacher may not wish to exploit this extra-curricular source) — TV, radio, pop songs, audio-cassettes, videos, computer instructions, meetings with native speakers, visits to other countries. This is not to say of course, that non-Standard English is to be accepted just because it is used in some pop song or juvenile TV programme, but it does mean that teachers must understand that there are varieties of dialect, register, style and degrees of formality, all within the parameters of Standard English seen as an international language, to which pupils are exposed and which should be welcomed by us.

An Error Is Not An Error When It Is a Mistake

So far in this article I have used the words "error" and "mistake" interchangeably, but an essential distinction should be made between *ERRORS* — systematic and repeated, showing clearly that a pupil has not learnt the form required — and *MISTAKES* — slips of the tongue and pen, but we know that the pupil does know the form really. In other words, errors indicate faulty knowledge or lack of COMPETENCE, while mistakes indicate a failure in PERFORMANCE, in processing the knowledge possessed: the pupil can but does not perform his competence. We teachers must decide whether we deal with both errors and mistakes, competence and performance, or limit ourselves to errors only, on the grounds that probably the mistakes will be ironed out by the pupil's self-monitoring. This decision must relate to the individual pupil or even to a given piece of work by an individual pupil. WE ALL MAKE MISTAKES, BUT SOME OF US COMMIT ERRORS.

Are These Errors? If So, What Has Caused Them?

All the cases following have been taken from essays and dialogues in the Bagrut examination.

Case 1: "The time is a quarter of five. No, it's ten after six."

Every textbook for English I have ever seen teaches "telling the time" as "a quarter to five" and "ten past six"; so does the Syllabus for Israel Schools. Can we regard the above form, then, as an error or even as a mere mistake? But it was written/said by an educated native speaker and is genuine American Standard English, or a variety of such. I defend our textbooks and our Syllabus, since our first-year pupils should learn one form only and not have their memories overloaded with alternatives. But do teachers "correct" pupils who use "of five" etc? And do teachers whose own variety of Standard American

contains these forms then twist their tongues in the classrooms and suppress their own natural utterances, in the same way as ex-Britishers (US English; ex-Britons, GB English) suppress their "shall" in Primary School, for the sake of the Syllabus? The answer in Case 1 is: No, it is neither an error nor a mistake, but a dialectal difference, equally valid linguistically but not pedagogically for beginners.

Case 2: "You're his friend, right?"

This sounds correct, as it could be uttered by an educated native-speaker (informal spoken register). However, this learner used it exclusively: no tag-questions and no interrogative inverted word-order. So we can safely come to the conclusion that it is the well-known "AVOIDANCE TECHNIQUE": the learner knows he has a problem with interrogatives in general and tags in particular, so he prefers an all purpose "tag-type" ending which is a direct translation from Hebrew. In one sense it is not an error, but from the point of view of competence in English it is. "Avoidance techniques" are used in syntax, vocabulary, pronunciation and spelling, so "correcting an essay", for example, by simply counting up the number of mistakes/errors will often give an exaggerated impression of the pupil's level of proficiency (cleverer than he/she really is); a multiple-choice test which forces the learner to choose between forms supplied will give a more reliable assessment of proficiency (but again, recognition is not production, competence is not performance, so recourse to multiple-choice is not necessarily always the answer).

Case 3: "He is living in Tel Aviv for ten years now."

Oh yes, definitely an error, indicating a failure to "know" the present perfect! Is not this a clear case of Hebrew interference, since Hebrew would use the present tense here? Leave aside the issue of choosing the Progressive "is living" rather than the Simple "lives", perhaps because the learner has been conditioned from first-year English to use the Present Progressive whenever the stimulus-word "now" occurs. The problem here is that so many educated American native speakers coming from New York do say this, just as they say "Where's George? He just left." or "I already said this.", or other instances where other varieties of English use the present perfect. Is "New York English" non-Standard? Or do we have a subdialect within the dialect of Standard English (like Scottish "wee" for "little" and "am't I" for "aren't I" in tag-questions)?

Again (as in Case 1 above), the Israel Syllabus lays down specifically that the Present Perfect is to be taught, and indeed American textbooks do too, but those educated native speakers or English whose own dialect does not include the Present Perfect find it difficult not to use the Present Progressive (Continuous) instead of the Present Perfect Progressive, or the Past Simple instead of the Present Perfect Simple; and Israeli pupils, exposed as they are to extra-curricular English on TV etc, are also liable to adopt forms not in the Syllabus or textbooks. So it is not such a clear case of "error" after all, but a dialectal difference. The question still remains whether this is a case of Standard American or not; I tend to think not and believe that educated speakers of American

English do not accept Case 3 as correct, yet. The Present Perfect is not obsolete in American English, even though it is becoming obsolescent (in New York and elsewhere). And as such, it should still be taught, from the point of view of English as an international language, including most varieties of American English. IN ANY CASE, TEACHERS SHOULD BE CONSERVATIVE (WHILE NOT BEING "PURISTS") AND NOT MARCH IN THE VANGUARD OF LINGUISTIC INNOVATIONS.

Case 4: "There are less people smoking this year than last."

I tried out this sentence on a group of native speakers of English, educated but not educators, and none of them saw anything wrong with it. On trying it out on teachers, native and non-native speakers, 50% of the native speaker teachers and all of the non-natives seized upon the count/non-count distinction of the quantifier; the other native speakers then shamefacedly agreed that they too "should have" said "fewer". But the more I listen to educated native speakers and read reputable books and journals, the more I see "less" being used for countables also. Interestingly enough, "much" is not replacing "many". How long will/shall we continue with this distinction in the face of language change? My guess is that within ten years "fewer" will be obsolescent if not obsolete. The same word in Hebrew — /pachot/ — פחות is used for both "fewer" and "less", although here too the very rare / me'atim yoter/ מעטים יותר is the direct equivalent of "fewer" and used even less!

Heaton and Tupton state: "Note that although *less* is widely used in place of *fewer* in conversational English, careful users regard it as non-standard". These authors introduce the term "careful users" — not necessarily teachers or academics. They also use the same term with reference to American English and British English, in discussing "presently" to mean "now" in American English as against "soon" in British English: "The American usage is gradually being accepted outside the USA, although careful users of British English consider it to be non-standard."

Nevertheless, my feeling is that however widespread "less" may be becoming in mother-tongue usage, it should not be used in school English! I confess that I cannot utter "less people", possibly evidence of a generation gap.

Case 5: "Everybody should take their seat please." "Every examinee should now close their notebook and clear their desk."

These examples are not from Bagrut papers, but are acceptable British English, found in official documents. In other words, "their" as a singular pronoun is a linguistic victory for feminism, and the English language today has four third person singular pronouns — HE, SHE, IT and THEY — although "they" seems to occur only in the possessive form: for the subject, the clumsy form "he/she" or "s/he" is used in writing and "he or she" in speech (in most cases, the insensitive use "he" to refer to both genders). Case 5 is not an error, but an accepted linguistic innovation, when used in the possessive. The reflexive pronoun also occurs but is still a fringe phenomenon — "*everyone* gets *their* own story

and a bit of time for *themself* ("Sunday Times", 30 September 1990). Those unable to utter it are advised to use an "avoidance technique" — use a plural subject and object wherever possible.

Case 6:* "When did he opened the door?"
Nobody could dare argue that this is *not* an error. What is interesting here is the type of error: it is not mother-tongue interference, which would have resulted in *"When he opened the door?", but is a case of inadequate learning (or defective teaching), leading the learner to use "did" but to forget (mistake) or not to know (error) that the "ed" suffix is to be deleted.

Case 7: "If you wouldn't have broken your arm, we could have played basketball."
Every grammar book requires the Past Perfect after "if" and not the modal (unless "will/would" is used to mean "agree", clearly not the case here); yet a very large number of educated native speakers (younger ones in particular) consistently use the form cited above (note that in this sentence I view "number" not as the subject of the verb "use", which would have entailed "uses", but as a quantifier of the plural noun "speakers", again a subject of debate: both forms are correct). Are we heading towards an "English Teachers' English", if we insist on the rule for the conditional? One thing is clear: our pupils will certainly be exposed to this form in their extra-curricular lives. I suggest that teachers discuss with their classes the processes of linguistic change in English and in Hebrew (part of their "education for linguistic awareness" — see the Syllabus, Chapter One), while insisting that the foreign learner be conservative in usage. After all, you can never go wrong if you use a "conservative" form, but are likely to use inappropriate language if you want to be "with it".

Case 8:* "Its depend on..."
These learners/examinees obviously remember the golden rule of the third person singular, but are hazy about where to put the "s". Surprisingly enough, it is a very common error among Hebrew speakers, both in speech and writing. Is it inadequate learning or mother-tongue interference — "depend" = /talui/ תלוי, an adjective (or participle) and not a verb?

Case 9:* "It's mean happiness."
This is a more sophisticated version of Case 8, with the use of the apostrophe arguing that the subject is a pronoun + verb — more sophisticated even than the increasingly common error in mother-tongue English of using "it's" as a possessive pronoun (* "it's end is known"), frequently occurring in newspaper stories and advertisements (a prime offender being "The Jerusalem Post"). Inadequate confused learning or mother-tongue interference again — "mean" in Hebrew is likely to be translated as a noun / perush/ פרוש in this context, so the learner searches for a verb and, not finding one, inserts BE = IS = 'S

(BE tends to be both underused and overused because of its very rare occurrence in Hebrew, as formal language only — /hino/הינו etc).

Case 10: "My head hurts"

Definitely mother-tongue interference in this "almost-English" sentence. Not only is there a confusion between "hurts" and "aches", but English prefers the nominal "I've got a headache" to the verbal "My head aches". Hebrew, on the other hand, prefers the verbal /ko'ev li harosh/ כואב לי הראש or less frequently /harosh ko'ev li/. This sentence is therefore a direct translation from Hebrew, although an English speaker who is not a Hebrew-speaking linguist would be puzzled and just say "it doesn't sound right". It is a systematic error, in my opinion.

What Causes Errors?

1. Mother-Tongue Interference

Despite some still-fashionable theories of "INTERLANGUAGE" and "DEVELOPMENTAL ERRORS", foreign language teachers know full well that the main cause of error is mother-tongue interference, i.e. the negative transfer of meaning or a structure from the mother-tongue (or whatever the stronger language is — it could be transfer from a third language). There is of course also "positive transfer" when the same form or meaning exists in both the source and the target languages (or it is a universal feature in languages, such as most Parts of Speech). The main difficulty is *not* the absence of a given form (e.g. BE in most Hebrew registers — see Case 9 above), since a difference between languages is not necessarily a difficulty, but is the existence of two or more forms in the foreign (target) language where the mother-tongue (source language) has only one, such as the plethora of verb tenses/aspects in English for the Past tense in Hebrew, or the word /no'ach/ נוח, which does for both "comfortable" and "convenient".

2. Avoidance Techniques

As described in the case above, using "avoidance techniques" is part of one's "pragmatic competence" — FLUENCY — as against "linguistic competence" — ACCURACY. The learners *produce* correct English by coping with their ignorance through avoiding the word /structure/ sound they know that they do not know. In this way, these learners' production is better than their comprehension, against the general rule, thus giving a false impression of their proficiency: *the better learner is the one who risks and so possibly errs, rather than the one who avoids and so 'succeeds'.*

3. Overgeneralization: example **"*Do he can go?*"*

The learner has overgeneralized the use of a certain structure and applied it where it does not belong. Overgeneralization occurs in cases of inadequate learning, poor memory or defective teaching. One could argue that* "do he can go?" is also a case of mother-tongue interference ("do" as the equivalent of /ha'im /האם, the question-carrier in Hebrew).

Indeed, it is often quite difficult to diagnose an error in terms of any one source. So perhaps a better example of overgeneralization is *"he does not can go".

4. Inadequate learning

A whole book could be written about "inadequate learning" by pupils as the cause of errors. However, the main purpose of this article is to draw attention to errors not caused by inattention, truancy, misbehaviour, overcrowded classes, poor aptitude, no motivation, negative attitude to learning in general, lack of equipment etc etc (naturally, teachers get the blame for these pupils failing).

5. Defective Teaching

In some cases, "defective teaching" occurs because a teacher does not know the rule (gives the wrong meaning of a word, mispronounces a phoneme or explains a grammatical structure incorrectly, such as "the relative pronoun is 'who' for a person, 'which' for a 'thing' and 'that' when a person and thing are mentioned together" — as in popular grammar books for Israel schools a generation or so ago). In other cases, defective teaching occurs when the teacher knows the rule but decides to oversimplify it for the sake of the learners and to indulge in 'hypercorrection', for example by insisting on "now" with the Present Progressive, "always" with the Present Simple, and "already" with the Present Perfect. The overteaching of the Present Progressive in the early years of schooling and the underteaching of the Present Simple (because it cannot be so easily demonstrated in the classroom) are also examples of defective teaching, leading to the overuse of the Present Progressive — the least frequent tense in English.

And there are also "teacher-induced" errors, again due to trying to help learners. Many teachers are guilty of falsifying the foreign language, English, to approximate as far as possible to the mother-tongue, Hebrew. Some would even attribute this to the teacher being influenced by the errors of the pupils! Examples are: raising one's voice at the end of WH-questions ("Why did you do it?") as well as for Yes/No questions ("Did you do it?"), or even using non-inverted word order for the Yes/No questions ("You went there?"). Some examples in vocabulary are: the overuse of "big" by teachers to cover "large, great, grand", even "capital" (*Big letters at the beginning of sentences); *"How do you call it in English?" (instead of "say"); and *"He is my small brother" (instead of "little").

So Should One Correct Or Not?

Despite the somewhat sceptical tone of much of this article, I nevertheless do urge teachers to take the task of correcting seriously and to see it as one of their most important duties, part of their accountability as teachers. *Errors* in written work should be corrected — but teachers do not have to bother with pupils' *mistakes*. In speech, the artful teacher reformulates the pupils' words in such a way as to hint at the correct form without faulting the pupils' performance (they will get the point) — but never to interrupt the pupil in the middle of the utterance.

Ignoring written errors will be seen as approval of the learners' faulty work and the teacher will very soon lose the pupils' respect and be seen as not taking teaching seriously. As mentioned earlier in this article, the teacher must also judge whether to correct every error or just a few selected ones, on any given occasion and with any given pupil.

However, correcting should not be too easy on the pupils: they must be obliged to produce correct English (not merely see a corrected version of their work) and must moreover work out the correction for themselves: the teacher should not, except in rare cases, such as very anxious pupils, write out the correct form for the pupil to copy but should use an agreed "code of correction symbols" (Sp = spelling, WO = word order, VT = verb tense, WW = wrong word, etc), in order to point the pupils in the right direction.

Oral correction of written work could also sometimes take the form of "arousing linguistic consciousness", i.e. discussing a common error made by the whole class, or most of it, discussing it and hopefully eliciting from the pupils the correct form.

Some researchers (Chaudron) and teachers are in favour of peer correction in pairs and small groups. This has its advantages, but pupils are sometimes overzealous in correcting their peers, who thereby risk humiliation far more than from being corrected by the teacher. In fact, foreign language learners are usually quite prepared to accept corrections by their foreign language teacher but not so much by their fellow foreign language learners — the least willing to accept corrections being apparently mother-tongue learners from the mother-tongue teacher (Chaudron).

Chaudron's conclusion is that there is a need for research on student perceptions of correction (a common conclusion reached by researchers on any topic of research).

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THE ORAL BAGRUT

by *Debby Toperoff,*
Teacher-Counsellor

There is no more explosive subject among any group of high-school teachers than the oral bagrut. Every teacher has her own horror stories-the unprofessional tester, the ridiculous questions, the outrageous grades- and I shall not bore you with mine. I know that it is easier to criticise what there is, than to come up with workable suggestions for an alternative, but I would just like to mention some of the problems, even though they are well-known, in order to raise a few points for discussion.

The root of the problem, I feel, is the *complicated rating scale* that is so difficult to use that very few testers use it, with the result that the grades are *subjective.* Thus teachers and pupils often feel that they are unfairly low; but equally often they may be unreasonably high. This latter may seem very pleasant initially, but in fact it can be even worse, for it means that the better pupils and the weaker ones come up with about the same high grades, which seems to make a mockery of all the time and emotional effort that have been invested in preparing for the test. And it means that in effect the oral bagrut test is not a standardized test.

Other, lesser, problems include the *complicated arrangements* necessary for setting up the tests, some *lack of conformity* concerning the amount of material prepared for the test, the problem of what to do about *unsuitable testers,* the basic question of whether the *monologue* is testing any useful communicative skill at all, and the *perplexing scoring system,* which simply makes our head spin at the end of a long testing day.

These are the points I should like to raise:

1 *Why the delay in implementing the excellent idea of the testing centres, which would solve most of the problems mentioned above by putting the testing in the hands of trained testers, and standardizing it?*

2 *And if this ideal solution is out of the question, can the rating scale be simplified and an effective way be found of training all testers to use it and making sure that they do?*

3 *How is it possible to be selective about testers when all teachers are obliged to be testers?* Even testers who are known to be unsuitable often continue testing (perhaps

even against their will), because there is a shortage of testers and all 12th-grade teachers are required to do it.

4 *And in the meantime, until the idyllic situation of all teachers grading objectively is obtained, can a different system be devised for recording grades, to force teachers to relate to the rating scale and to the notions of fluency and accuracy, which many claim they do not need?* If teachers were given an official standardized form on which to record grades, which would require markings on a grid rather than a final grade out of 40 or 100, this could not only force testers to relate to the rating scale but also *help* them to do so. (see suggested form)

Could not the Ministry computers then calculate the grades directly from these forms, which would have the added benefit of avoiding the need for those confusing calculations?

5 *Why do so many schools try to get away with teaching less literature than the syllabus stipulates?* Is it because we do not like teaching literature or do not know how to? (I think most teachers would agree that it is more of a pleasure to teach a literary piece than techniques for successfully completing a cloze). So I think the reason lies elsewhere:

Could it be that the syllabus requires us to teach an unreasonable amount? After all, does not the decision-makers' assignment of the testing of literature to a small corner of the oral bagrut indicate that they feel it is less important than listening and reading comprehension, language practice and the oral skills?

So then why do our pupils have to study such a lot of literature, probably for at least 20% of their learning time, to be tested on only a quarter of it, in a 5-minute test that is worth 5% of the total grade?

(My point *is not* that we should teach anything only to the extent that it is tested in the bagrut, and of course we know that the literature can be exploited as a stimulus for oral activities and, where suitable, even for practising reading techniques, enriching vocabulary and so on, though not all teachers like to do this with literature, and much of the vocabulary is not generally useful. It is rather that for us teaching a lot of literature, especially in a weak class, is a luxury that we cannot always afford).

6 *In what way can the monologue be considered an oral skill, when, whatever the original intentions were, in practice it almost invariably involves the learning by heart of written material?*

Maybe its main benefit is to exercise the rusty writing skills of those teachers who produce beautiful compositions for their pupils to learn, although many of the monologues I have heard come straight from our more popular textbooks, complete with very much non-oral expressions such as "the above reasons notwithstanding...".

Could we not try out a suggestion which was raised at the conference of Inspectors and Teacher-Counsellors last year, and which some of us would love to see put into practice, to replace the monologue with an extension of the interview that would be a discussion, or dialogue, with the tester on one of a number of topics? This would give our pupils a chance to use extended speech in a useful, communicative way; to describe, enumerate points, persuade, disagree, prove and disprove at greater length than in the interview or role-play, using communicative interaction instead of rote-learning. In other words, very like today's monologue but where tester intervention is desirable and essential, to assess pupils' ability to *talk* about, rather than *recite*, a subject.

7 And finally I would like to ask, with reference to the stated aims of the present format of the oral bagrut, whether any research has been done on the following points:

How much more reliable are the grades today than they were with the old subjective test?

Do they correlate better with the written grades, or are they still higher?

One question to which I feel sure the answer is positive is whether the *backwash effect* of the oral bagrut on our teaching has worked. Nobody would want to go back to the dark ages before oral activities were a part of our teaching routine.

And so, *if* the idea of the testing centres with their trained testers is not feasible, and *if* getting all of us to be more reliable testers cannot be achieved, is this not the time to prove our integrity by a beautifully simple solution to many of the problems I have mentioned — *making the oral bagrut an internal test,* with pairs of teachers testing their colleagues' pupils on the same variety of skills as now? The argument against this idea is that too much cheating would go on, and the grades would be inflated, but some cheating goes on already and the grades are frequently inflated now too!

(In a good class in our school this year the average oral grade given on an internal mock-oral bagrut was 84, but the average grade on the external test was 91!)

If we can be trusted to give ציוני מבן [ציונים שנתיים] — and I have heard it said, though without knowing if there is any truth in this, that English teacher are more honest about these than other sectors of the teacher population — why can we not be trusted to grade our pupils orally? Our inspectors can be relied upon to devise ways of making sure the oral skills and the literature are taught and tested, even internally.

Perhaps such a test would not be better than the present test, but would it be worse? And how much paper and telephone-work this would save the inspectors! How much aggravation the Heads of English departments in schools in trying to set up the test! What a fortune in payment of testers could be saved and diverted to other worthy causes!

Let us hope that solutions to the problems of the oral bagrut will continue to be sought and applied, making the tension and bitterness often generated by the test at present into a thing of the past.

A suggested form for sending in grades (this one is specifically for Station Two, 4- and 5-points), including simplified rating scale, pupil's details and tester's signature.

ORAL BAGRUT GRADING FORM

STATION TWO: ROLE PLAY and LITERATURE

Name: _____ Class:_____ Identity No: _____

Tested by: _____

Accuracy	ROLE	PLAY	*Fluency*
no language	0	0	near silence
can hardly be understood, searching for words	1	1	less than single sentences, fixed phrases
simple language, 6th grade vocabulary and grammar	2	2	hesitant, clearly translating
correct but limited vocabulary, grammar mistakes	3	3	more than 1 sentence adequate but hesitant
good range of vocab. more or less correct high-school grammar	4	4	no hesitation nice expressions
exact and varied vocab. correct use of advanced grammar	5	5	effortless interaction

LITERATURE

10 Good language and detailed knowledge of content *and* theme
9 Detailed knowledge of content and theme, some mistakes in language
8 Detailed knowledge fo content, some understanding of theme
7 Adequate knowledge of content, fairly good language
6 Adequate knowledge of content, poor language
5 Inadequate knowledge of content
4 Mistakes in basic content
3 Only vague knowledge of the text

Date: _____ Signature of tester: _____

ORAL TESTING IN THE 9TH GRADE

by *Anna Mussman,* Haifa Municipal Secondary School "Hei"

In March the teachers in the junior high school at Ironi "Hey" in Haifa were involved in the oral Bagrut examinations. They did not examine students but observed and helped the examiners who came to our school. For the first time, the junior high school teachers realized the importance of oral proficiency as part of the final examination. They saw the students' nervousness and listened to their oral performance. After the test, the teachers involved agreed that we should try doing something similar in the ninth grade.

Like every form of testing, this test forced teachers to stress oral communication in the classroom and it forced students to use their oral ability to communicate. The questions arise: Why test this skill? Isn't it sufficient that the children speak and participate in class? I can answer these questions with another question: Why test verb tenses, prepositions or count nouns? Are these grammar rules more important than overall communication? I am certain that every teacher will agree that specific structures have no meaning if the child does not know how to produce them creatively. Besides, if we talk about the importance of communication in the class and the students are only tested on verb forms, for example, they will soon get the message that we do not mean what we say. They will understand that grammatical competence is more important than communicative competence.

The next question that arises is: How valid or obejctive is this kind of test? I can say that it is not as objective as a multiple choice or fill- in exercise, but neither is a composition or open-ended answer. I have often given students 7's or 8's as a final grade realizing that these students actually do not know the language well enough to justify this mark. Yet they know grammar rules and succeed in passing tests which have no true relation to their ability to use the language communicatively. One student received a 6 in the oral examination although he has an 8.5 average in the tests given throughout the year. The boy was upset and shocked; I was not. For many years I have come to realize that grammar tests do not measure true language competence. I do not really know how we can reach accurate measurement for communicative ability, but I am certain that

this oral test has generated more awareness that language is a means of communication and not just a collection of grammatical concepts.

Bearing in mind that the students were only in the ninth grade, we did not want to over-emphasize this test and cause too much tension or pressure. Their final written test consisted of 90 points and the oral section was valued at 10 points. In addition, the teachers decided to encourage the students by giving high marks and failing only the weakest. A mark of 5 was the lowest a child could receive. The test was controlled, since it was based on the stories they had read during the year. In addition to the stories, a small part of the test included personal questions such as hobbies, future plans, etc. This was less-controlled and allowed both the examiner and the student to be more spontaneous. Each child was tested for approximately five minutes by a teacher from a parallel class. It was given in the afternoon and not during school hours, so that the class schedule was not interrupted.

I must point out that without the cooperation and dedication of the staff this would not have been made possible and I praise their sense of teamwork and their willingness to experiment. They were not given any payment for the extra time they put into this test and there were no complaints or feelings of dissatisfaction. The only problem I did confront was lack of confidence; this was the first time the junior high school teachers evaluated oral proficiency and, naturally, a few teachers felt insecure. Fortunately, they were able to overcome their insecurity; they left the test with a feeling of accomplishment and gratification.

We found that this oral proficiency examination had positive repercussions in many respects:

1 — **Reinforced reading comprehension and vocabulary.** The children had to review the stories they had learned since the beginning of the year so that their understanding and vocabulary were strengthened.

2 — **Forced the students to speak.** Not only did they speak in class, but they also spoke at home with family and friends.

3 — **Encouraged teachers to emphasize and devote more time to oral activities.** It always seemed that speaking was never taken seriously and that oral activities were useless. When the teachers as well as the students had a goal, oral work became more meaningful.

4 — **Made the students understand that speaking has its importance in language learning and assessment.** I have found that the attitude of the students reflects the attitude of the teacher. If oral proficiency is developed and then evaluated by the teacher, the students will understand its significance and will behave accordingly. When an activity is meaningful, there are fewer discipline problems and there is more motivation to succeed.

5 — **Gave the teachers an additional tool for language assessment.** After all, a test is a tool for the teacher to evaluate the students' progress. Some teachers were surprised at the child's ability to speak versus his low level of performance in written examinations. We also found the opposite true; children who had succeeded during the year found

it difficult to express themselves orally. The test was another language experience that allowed the student to prove his language ability through speech rather than through pencil and paper.

6 — **Many students felt that this test would help them in the Oral Bagrut Examinations.** I do not know if this is correct or not — three years is a long time ahead. On the other hand, at least they have had the experience and I believe that such a test will be less shocking and traumatic for them the second time.

7 — **Last, but not least, the barrier of oral communication was lifted.** Students realized they had the ability to speak and teachers realized they had the ability to evaluate. The test enhanced ties between the student and the teacher and allowed for greater confidence in the process of language acquisition and language teaching.

"BOOTSTRAP" EDUCATION AT THE PRE-ACADEMIC LEVEL

by *Helen Levenston,* Hebrew University

Here is a little collection of images that I have come across in discussions of socially-disadvantaged learners and the pedagogy appropriate to them. They evoke different pictures, and have different implications for teachers' attitudes to their students. A word or two on what each seems to reveal — although perhaps one shouldn't take the analogies too far — and an explanation of my own preference.

The often-used term 'rehabilitative' education is taken from medicine, and although meant kindly aroused the rage of children and parents when it got into the newspapers. Also it is liable to misinterpretation, as I discovered when in Finland I was asked if it referred to political rehabilitation! Similarly, I have heard the Pre-Academic Centre at the University compared to the recovery room of a hospital — clearly an unacceptable image.

More acceptable, I feel, is 'headstart' as in a race. However, this conveys nothing of that aspect of the students' efforts that shows gradual development as well as achievement.

The most charming analogy I have seen is the classroom as a coral garden. Apparently, according to Michael Breen of Bristol, the Trobriand Islanders invest their coral gardens with what they believe to be magical realities, i.e. they are not necessarily what you might think, but rather what beliefs the Islanders bring to them. The classroom should be looked at for all the things that go on there, as well as what you preconceive to be there.

My own more homely image is from 'to lift yourself up by your bootstraps.' I have been told that this can't be done and so this is not a good analogy. But in common parlance it means that something looks impossible, yet it *is* done — and it acknowledges the extra effort made by the student.

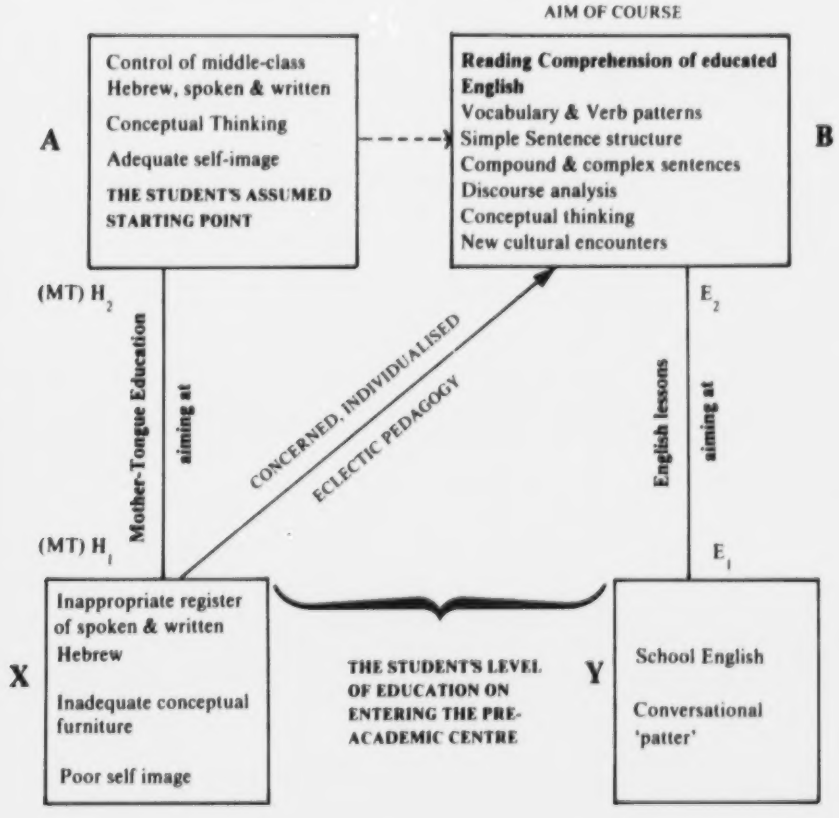
The accompanying diagram illustrates what I mean. Note that it is often assumed that a student's starting point on entering the Pre-Academic Centre is A — that he/she speaks and writes reasonably well in his/her Hebrew mother tongue (MT), that this reflects his/her ability to think clearly, and that he/she has confidence in himself/herself; all he/she lacks is competence in reading comprehension in English.

But this assumption is mistaken. Usually the student does *not* speak or write

his/her native language well, does not conceptualize efficiently, and thinks poorly of himself/herself **X**. How is he/she to get from **XY** to **B**?

I suggest that by the time the naturally intelligent student reaches the Pre-Academic Centre he/she has acquired an individual approach to learning — his/her own strategies for coping with his/her particular learning difficulties. The teacher therefore should be prepared to consider her/his teaching strategies according to individual need. He/She should not be tied to a single theoretical approach as if it were universally applicable to all types of student. The student is a particular individual; the pedagogy has to be drawn from eclectic sources.

'BOOTSTRAP' EDUCATION: A PLEA FOR PARTICULARISM — FOR EVERYONE!



The point is that advantaged students can go from A to B, but disadvantaged students have to cope with going from X and Y to B.

THE WEAK LEARNER

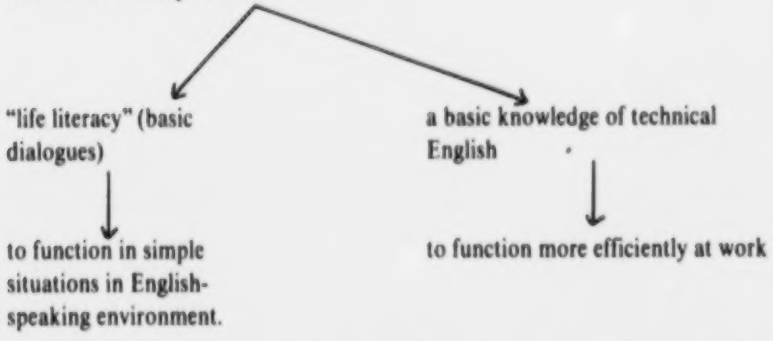
by *Rachel Tal,* Amal Schools

Profile

- studies in a vocational or comprehensive high school.
- does not sit for any Bagrut exams.
- interested mainly in subjects related to his trade (mechanics, electricity, fashion etc.)
- low motivation, no working habits, limited attention span.
- needs an immediate feeling of achievement i.e. needs immediate feedback and has to see the product right away.
- lack of responsibility; does not take responsibility for his thinking and learning. Difficulty in taking a task upon himself and carrying it out.
- each student has a specific learning weakness i.e. one has difficulties in the reading skill, the others have difficulties in other skills.

Needs

'Practical' English i.e. a combination of technical English and a basic oral communicative repertoire


"life literacy" (basic dialogues)
a basic knowledge of technical English
to function in simple situations in English-speaking environment.
to function more efficiently at work

- Reading comprehension of basic technical texts such as; catalogues, manuals, direct and indirect instructions, ads, diagrams and process descriptions.

- Reading skills and discourse strategies, such as visual verbal relationships, orders (time, cause and effect and importance).
- Recognition of patterns common to technical English such as noun compounds, the passive voice, the imperative and modals.

Methodology

1. The lesson plan should consist of:
   5–10 minutes frontal lead in or review
   5–10 minutes oral interaction
   15–20 minutes individualized instruction (graded worksheets)
   5–10 minutes frontal sum-up.
2. Individual work: whenever a student completes a series of tasks pertaining to a subject studied, the teacher signs each worksheet and this is his "passport" to move on to the next subject. The number of worksheets should vary according to the students' ability. Teachers should have a profile of the student's ability in which each skill is assessed separately.
3. Providing a feeling of success and encouragement for students and motivating them by using a variety of materials appropriate for their level relevant to their interests and answering their needs at work.
4. Relief of tension and anxiety through an encouraging atmosphere in the classroom.
5. Variety of activities and integration of skills.

Teaching the Weak Learner:

Problems

- Lack of a detailed syllabus for the weakest learners.
- Insufficient correct training for teachers who teach at this level.
- Lack of sufficient material suitable for this level. Books do not cater for the gap between their knowledge of English and their needs.
- Lack of motivation both on the part of the teacher and the students.

Suggestions

- Preparation of a detailed methodology pertaining to the weak learners.
- Textbooks geared to their needs as well as to their technological profession (suitable, interesting and relevant courseware).
- In-service training for the specific methodology used in weak classes; working on the reading, speaking and listening skills rather than grammar.
- One point Bagrut Exam (checked by the teachers) or an extended oral exam.
- Use of audio-visual aids, films and software.

TEACHING AND REMEMBERING VOCABULARY

by *Zvia Epstein*, English Inspectorate and Katsir School, Rehovot

'WHAT did you say? You want a WHAT...?'

Silence, the other end of the line. I could 'hear' my sister's thoughts in this awful silence: 'Poor thing's gone mad. This war has turned her brain... etc.' After an appeal from her that maybe I should come for a short visit overseas "till the trouble blows over", and after reassuring her that all was well, I got the usual "Well, can we send you anything from here?" The answer — which drew the stunned reaction above was — a Latin and Greek grammar or dictionary.

Teaching vocabulary is something we all do — but how do we get the little darlings to REMEMBER what we have taught? It is important to remember that we all have three vocabularies:

1. Active or Speaking Vocabulary.
2. Writing Vocabulary.
3. Potential or Recognition Vocabulary.

1. Active Vocabulary — this is what we use in speech and in everyday communication. Rather limited and with a tendency to be 'slangy', full of cliches and hackneyed phrases (like these).
2. Writing Vocabulary — this is what we use in our written work, formal, at times stilted, with no 'slang' or colloquial vocabulary.
3. Potential or Recognition Vocabulary — this is the largest of the three. We can read and understand words and phrases which we see in newspapers, magazines, books etc., but we are unable to use most of these ourselves. We usually guess at the meaning through context clues or other methods. We hardly, if ever, USE these words.

When I was at school, I had a wise English teacher who always told us that a word was not 'ours' unless we had used it at least five times. This is true and I have tried to pass it on to my pupils as well. *Using* a word is what counts, not knowing long words which you may have learned through memorizing the dictionary. Every teacher has got essays from pupils who tend to use long words, in the wrong context and in extremely unwieldy sentences. Maybe this scenario sounds familiar to you:

Teacher: You can't use that word there.
Pupil: Why not? In the dictionary it has the same meaning.
Teacher: (lamely) You just can't.. (Using the well-known excuse of native speakers)... It's sort of idiomatic...
Pupil: Oh, an idiom... I see. (He doesn't; neither do you.)

When my pupils come across 'long' words, I tell them to break up the words. They are repeatedly told that the longest words are the easiest and it is easy to show them what you mean. Break up words into roots, show them how words are combined, teach prefixes and suffixes — show them how the language is built. This will give them confidence. I systematically teach 3 — 4 roots a lesson and repeat these whenever I come across them in a passage or anywhere else. Repetition makes perfect. (I hope!)

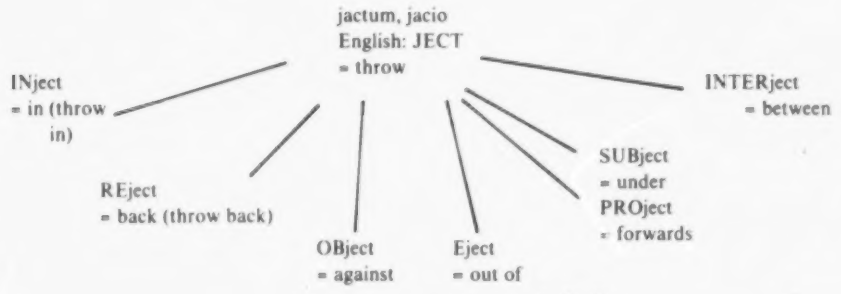
The following are some of the methods that I use in class and which I find can help pupils learn and remember vocabulary.

1. Teach word roots
2. Combination of forms — including compounds, idioms, phrases
3. Prefixes and Suffixes
4. Synonyms and Antonyms

1. TEACHING WORD ROOTS.

It is unbelievable how many words can be mastered if students are taught how to look at words carefully. I have made up sets of cards — different colours for different languages — i.e. blue cards are Greek, red cards are Latin etc. On the front of the card I have the root and the meaning. I ask pupils to give me words that they know which have this root. Then I explain the prefixes and suffixes and other parts and show them how they can logically understand the meaning of the words.

Example:



Then give them sentences with these words —

e.g. I project a certain image = I throw forward a certain image. This leads to school 'projects' also 'projectiles' (Scuds!)

e.g. History is a subject. Iraq subjected Kuwait to a lot of suffering. etc.

Example:

vit = viv
= to live, life

vitAL = vit = life AL = suffix = pertaining to, full of = full of life
(From here teach: vitality, vitalize, vitalise, vital statistics..)

vitAMIN = substance in food which is useful or necessary for normal life.
AMIN (e) = suffix from English = class of compounds derived from ammonia.

viviD = lifelike, lively
ID = suffix (here adjectival) (other examples horrID, stupID etc.)

REvive = bring back to life
(RE = prefix = again, back)

SURvive = live longer than, outlive
(SUR = SUPER = beyond)
(Teach: survival (of the fittest), survivor, survival)

Once this is done, try it with the Greek root

BIOS = life

From here you get:

bio LOGY (logos = words, study) — study of life
bio GRAPHY (graph = write or draw; Y = noun suffix)
AUTO bio GRAPHY
MICRO be (micro = small, tiny)
AMPHI bian (amphi = both)
bio NIC (nic = lifelike) (The Bionic Man who had artificial body parts which enabled him to jump over trees and race trains)
ANTI bio TIC (anti = against — hence against living forms which invade the body.)

I have separated the words because this is exactly how I do it in class. It helps them to 'see' (= understand) the word.

Other examples:

b. annu (enni) = year
annual, anniversary, centennial, bicentennial, annuity, ...

b. bene= good, well, helpful
benefit, benevolent, benign, benediction, ...

c. dict = speak, say
(how did we get 'dictionary' — a book!)
diction, dictum, edict. dictation, contradiction ...
d. logos = study, word
geology (other subjects), logic, legend, technology, ...

The list could go on foreover. Use a dictionary, preferably an etymological dictionary which tells you the origin of the words and from which language the root is derived.

2. COMBINATION OF FORMS

This is when many words are combined to make another. This is also mixed up with roots, prefixes and suffixes, but I have included it under its own heading to show how even primary school children can be made aware of what happens to words.

I walk every day. He is walk*ing* now.
We have added 'ing' and changed the word 'walk'
I walk every day. He walk*ed* every day.
The addition of the 'ed' has made it past.

This is very basic and we all do this at some stage or another. However, start playing around with words as early as possible and even the younger children get into the game.

From WALK we have: walkING, walkED, walkER, walkS (noun/adj)
But move on...

Give the different meanings of WALK
Who is a SLEEPwalkER?
What happens when you WALK THE PLANK?
Do you have a WALKIE-TALKIE or a WALKMAN?
Do you know anyone who uses a WALKING STICK?

For the older students — walkOVER, walkOUT, walk-ON...
or expressions like: walk over, walk out on, walk off, walk tall, walk away from, ...

Other examples: run, get, put...
Look at the Lexicon in the English Syllabus for Schools and choose the words you want to stress.

3. PREFIXES AND SUFFIXES

Be very careful here as many of these can have more than one meaning and very often the exact meaning is not very clear.

Some prefixes are also roots e.g. graph, bene, ...
Teach the commonest forms and stress these when you come across them in passages

for reading comprehension, articles, the Reading Programme (literature) and even sentences in grammar exercises.

Some of the commonest are:

EN - a prefix to form verbs (later we see it is also a suffix)
- = to put into e.g. encage
- = bring into the condition of, make, e.g. enslave
- = to make e.g. endear

But note that EN can become EM usually before B, P and sometimes M. Examples: embedded, embark, emphasis, emplane, but enmesh

IN - for the negative -
- = not
- = without
- = into, in

Show once again how this changes with different words IL + legal, IM + mature, IM + possible, IR + regular

The dictionary once again is a good source — and check with the Lexicon in the Syllabus again to see what words can be used with various prefixes.

One tip — try and teach the prefixes which confuse pupils. A good example is: ANTI — and ANTE-, BEN(E), BON and MAL

Compare the Latin and Greek: e.g. AMBI (Lat) and AMPHI (Gk) both meaning 'round about, both'. Examples: ambition, ambiguous, amphibian, amphitheatre...

Suffixes are added to words (usually roots) and change the function of the word. They can change the word into nouns, verbs, adjectives or adverbs.

Verb endings: -ify, -ate, -ize, -en ...
Noun endings: -ar/er/or, -ician, -hood, -ship ...
Adjective/Adverb endings: -er/est, -al, -able/ible, -ly ...

4. SYNONYMS AND ANTONYMS

Synonyms are words which have the same or nearly the same meaning in the language. It is also an expression or another word which has been accepted as another name for something e.g. Utopia, Arcadia etc.

Because of its borrowings from other languages, the English language has the most synonyms and it keeps growing. It must be noted, however, that there are very few exact synonyms — maybe it is better to call them 'similar' words and not 'identical'.

An exercise I use in class is this: If I come across a word that I want to stress, I make the class give me as many words as they know for the same words. An example: When I do 'Ozymandias', we come across VAST and COLOSSAL. The list on the board may read:

great, large, very big, huge, titanic, enormous, gigantic,
bulky, immense, tremendous, monstrous, mammoth, gargantuan..

(Most of these you will have to add by yourself — so be prepared.) Tell them stories about the origins of the words. This is dealt with later on in this article.

Try doing the paraphrasing exercise with different forms of the words. Here is a good example which also shows pupils that the structure of the sentence for one word is not necessarily the same in other sentences using a synonym.

ALLOW = assent, authorize, license, permit, let, grant, sanction, concede, consent, admit, tolerate.

Try this: I allowed him to enter.
I permitted him to enter.
I granted him permission to enter.
I let him enter.
I consented to his entering.

Get pupils used to this sort of word play and free paraphrasing and try to make them use these words more often. Use them in your speech too.

It is interesting to compare different languages and show where English has borrowed freely. Examples are:

foreword (English) preface (French) introduction (Latin)

Areas of land: plain (French) prairie (French) steppe (Russian) tundra (Russian) pampas (Spanish) savannah (Spanish)

Most of these words are also cognates and pupils do know them (with slight differences in pronunciation).

Use a Thesaurus or a Dictionary of Synonyms and Antonyms. Even the Scrabble Dictionary comes in handy.

Antonyms are not as important as synonyms and there are hardly any words which we can say are the exact opposites. Start with the easier words and move on to the more difficult ones.

Example: opponent
Antonyms: friend, associate, companion, confidant, intimate, partner, colleague, ally, co-worker, accomplice.

Point out the differences — an 'accomplice' can hardly be called a 'co-worker'.

Example: allow
Antonyms: deny, forbid, disallow, refuse, protest, disapprove, resist, reject, withstand.

Try it by paraphrasing sentences: I denied them entrance.
I refused to let them enter.
I forbade them to enter.
I disapproved of their entering.

TELL THEM STORIES ABOUT WORD ORIGINS

The above are some of the ways to help pupils enrich their vocabulary. Another way to help them remember is to tell them stories about the origins of the words. I take words from different sources and divide them up: words from the Bible, words from Literature, place names, names of people etc. Here are some examples:

Bible: Shibboleth = password or slogan. The story is that the Ephraimites could not say 'sh' and the Gileadites (who were their enemies) asked strangers to say this word to find out who the spies were. The Americans used this idea in World War II — only the word that they used was 'lallapaloosa' (the Japanese couldn't say 'l', as this phoneme does not occur in their language).

Other words: a Philistine, a Jezebel, a Samson.

Literature: Cassandra = a person who prophesies correctly but is never believed. The daughter of the King of Troy, Cassandra, begged the Trojans not to accept the gifts of the Greeks (Beware of Greeeks bearing gifts) i.e. the Trojan Horse, but she was ignored.

Others are: Griselda, Lilliputian, Scrooge, Frankenstein...

Names from Places: laconic = Laconia was the capital of Sparta. The people were known for their spartan outlook and behaviour and also for the fact that they never wasted words on anything. They spoke to the point, briefly and concisely. Hence the term 'laconic'.

Other Examples: Shanghai, Bedlam, Blarney, Bohemian, Utopia

Names of people: Boycott = (definitely not the English cricketer) Boycott was a 19th century land agent, hated and feared by the Irish. They would have nothing to do with him and so 'boycotted' him.

Other Examples: mesmerize, shrapnel, pasteurize, guillotine...

The list can go on forever. Look up histories and origins of words and phrases, — they are fascinating. If we find it so, then our students will also begin to feel the same. The problem is — you can go on forever. Let me leave you with a few puzzles:

If the Latin root of 'foot' is 'pes, pedis' why is a 'pedagogue' so named?

What does the word 'rival' have to do with 'river'?

Happy digging!

I would like to give credit where it is due. I had used the ideas of roots, prefixes and suffixes in my own haphazard way — explaining when and where the words popped up and doing no more. However, my teachers at the Teachers' College where I give

a course on Teaching Methods asked me how to teach Prefixes and Suffixes. I gave them my ideas but felt that they were not systematic — so I got busy with Latin and Greek roots. Now, preaching with the fervour of the converted, I feel this must be done regularly in class and dragged in at every opportunity. A book that fell into my hands at this time put all of this into perspective for me.

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and any dictionary, grammar book and book on English Linguistics

TEACHING WRITING IN HIGH SCHOOL – REALITY, OBJECTIVES AND REALIZATION

by *Irit Kupferberg*, Teacher-Counsellor

Students Learn to Write by Writing (Clark, 1987).
Writing Helps our Students to Learn (Raimes, 1983)

Classroom observation has shown the author of this paper that the teaching of writing in Israeli high schools in frequently conducted in a way similar to the traditional writing lesson described by Arthur Daigon in his article "Toward Righting Writing" (Daigon, 87). The four-stage lesson comprises topic assignment, writing, feedback and publication.

At the beginning of the lesson topics are assigned by the teacher, who usually reminds the students to write correctly, coherently, and cohesively, with details and examples to support their arguments. This stage takes about three to five minutes. During the second stage, the writing stage, the students write, check and copy the first draft. The second stage takes about thirty to forty minutes.

Feedback provision means that the papers are collected, corrected and returned graded: every error noted. Correcting the students' papers is time-consuming and the diligent teacher often spends hours on end in the quiet of her study. In the course of stage four, publication, good compositions are read out loud, but, alas, bad ones are wadded into balls which end up landing in the wastebasket. Publication takes about fifteen to twenty minutes.

The traditional four-stages writing lesson has taken about one or two lessons. However, the exhausted teacher feels that her class has not made any real progress despite the time and effort spent. How can we break the vicious circle of repeating the same unsatisfying ritual suggested by this description?

Experts on mother-tongue (L1) and foreign language (L2) writing emphasize that each of the stages of our traditional model prevents or retards growth in the writing skills of the students, because writing is a complex process which requires preparation, drafting and revising. Writing, any type of writing, is a process that calls for ample time-allotment (Raimes, 84; Murray, 87 a, b). Nancy Atwell considers time one of the basics conducive to good writing: "When we make time for writing in school, our students will develop

the habits of writers. If we rush our writing, we cut on thinking time and then on *quality" (Atwell, 87a, b).*

Practicioners in EFL teaching in Israel have all the worries of L1 teachers, plus the fact that our learners have to accomplish the same complex ritual of preparing, drafting and revising with insufficient linguistic competence in overpopulated heterogeneous classrooms. What can be done to enhance the writing of high school students in Israel?

A preliminary answer to this important question was provided by a writing workshop conducted in Tichon Hadash, Tel Aviv in 1990–1991. Interested English teachers, and teacher-trainers specializing in FL writing, were invited to join forces in a quest for the appropriate classroom methodology which will better the writing of Israeli highschool students.

Our idea was simple: cooperate with interested English teachers and teacher-trainers, present novel ideas, techniques, and activities related to the process of writing to them, ask the participants to try out the ideas in their classes and provide us with feedback as to what actually worked in the classroom.

In the first meeting novel ideas related to the teaching and learning of writing were presented, and the contribution of the participants to the workshop was highlighted. A month later we focused on prewriting activities that may lead to meaningful discussion and the generation of ideas. Two master teachers demonstrated prewriting activities that they had already tried out successfully in their classes. The two teachers had one thing in common: belief in the need to expose their learners to some unusual experience before writing through the use of different teaching materials (e.g. music, visual aids, and spoken and written texts). Other tasks presented challenged the students to explore their own agitated territory of adolescence and focus on what genuinely concerns them.

Dialogue journals (Gambrell, 85; Staton et al, 87) were presented in the third meeting. It was emphasized that this correspondence between the teacher and the students can provide the former with a window into what really is on our adolescents' minds (Atwell, 87a), and can better the teacher-student relationship. Participants were provided with guidelines as to how to conduct this correspondence effectively.

The fourth meeting focused on drafting and revision. It was emphasized that while the first draft is being written, grammar, spelling, punctuation, and the choice of words should not divert the students' attention. At this point, the student should focus on content (Sommers, 84).

Revision involves "checking that one's content and purpose are clear and appropriate for one's reader in the particular writing situation" (Brown and Hood, 89). Teachers are advised to react to the first draft by suggesting and questioning the draft, conducting writing conferences with individual students or circulating while the class is writing, commenting on the student's performance.

Another alternative presented was peer correction conducted in groups. The teacher should suggest specific questions to be asked or elements to be considered (Zamel, 85). The workshop participants were provided with clear criteria as to how to provide the

students with formative feedback that does not impose our opinions on them, and how to train the students to give each other feedback.

Our next meeting foregrounded proofreading. At long last, the time came to focus on form: grammar, discourse rules, punctuation and spelling. It was pointed out that errors are viewed today as a positive aspect of an ongoing acquisition process (Ellis, 85). If the students are aware of this attitude to errors, they will not fear to make errors and will take more risks while writing. Once again the responsibility of correcting errors is not the teacher's only. Peer correction is a blessed alternative provided that the students are guided by the teacher as to which errors to correct. The participants of the workshop were guided how to provide feedback on form in a constructive way.

Summative evaluation was the focus of the last meeting. The teacher's role in the former model was to correct errors and grade. The teacher was committed to correcting everything put on paper, and writing performance was viewed as final performance whose flaws must be noted and emphasized in a grade (Daigon, 87).

Daigon questions these assumptions: What does a grade tell a student about his or her writing? About invention, organization, a sense of audience, coherence, clarity, spelling and handwriting? Which of these are the most important? How can we judge all composition traits with one grade? Should we grade all papers? Perhaps only the ones the students have worked hard at and have chosen to show us.

The feedback provided to us by the participants was informative. Participants reported that the workshop created an awareness of different aspects of the writing process. They emphasized that the teacher's intervention in the course of the process can be beneficial and conducive to better writing. It was pointed out that the workshop was practical due to the exposure to different techniques and activities that can be conducted at each stage of the process. Many participants focused on the importance of prewriting activities, and the need to relate to content before inaccurate structures are corrected.

As far as feedback is concerned, some participants commented that the workshop changed their ways of giving feedback and their students had reacted positively to peer-feedback. Finally, there was an appeal to renew and expand the writing workshop in junior high school.

It should be pointed out that in schools like Ironi Dalet, Ironi Zayin, and Tichon Hadash in Tel Aviv teachers have started corresponding regularly with their students through dialogue journals. Teachers have reported that dialogue journals improved the writing of the students and the student-teacher relationship. Moreover, there are writing workshops in Tichon Hadash and Ironi Dalet with teachers participating in the writing, sharing their own texts with the students.

This is an encouraging beginning, and we intend to carry on next year by conducting a writing workshop at the Pedagogical Centre in Tel Aviv for teachers in junior high school. A comment made by a teen-ager participating in a writing workshop in Tichon

Hadash, Tel Aviv seems most appropriate to conclude this report:
"זה כיף ללמוד ככה. זה לא רק אני חושב ככה. כל הכתה נהנית מהשעורים האלה".
The student, described by the teacher as below average, indicated to us that we are on the right track in our attempt to right writing.

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SOME 8TH AND 9TH GRADE TEXTBOOKS and the ENGLISH SYLLABUS – August 1991

by *Elana Neumark* together with
Ella Mazor *Lillie Bellali*
Sharon Kalujni *Miriam Melamed*

This is an updated version of the article that appeared in "The English Teachers' Journal" No. 39. Here we have cut down on the number of criteria and have simplified the method used for evaluation. Instead of a variety of adjectives we have used only 3 numbers with 3= very good, 2= good and 1= unsatisfactory or insufficient. We have chosen to do so in order to make it easier for the teacher to compare and contrast the vast number of new textbooks on the market without foregoing the pedagogical and linguistic value of the evaluation. The evaluation is based on the current official curriculum for teaching English in Israeli schools (1988). It was prepared by the team of Teacher Trainers from the Haifa District working together with me.

While the textbooks that actually appear in the chart are intended for use in Grades 8 or 9, the criteria can be applied to textbooks at any level. Most of the textbooks on the official list of the Ministry of Education for Grades 8 and 9 were dealt with. We did not evaluate Class Readers but they are dealt with briefly under "Supplementary Material" at the end of the account.

I wish to state at the outset what this account does and does not do. It does *NOT* deal with the content of the stories or passages from a point of view of interest to the pupils, or for that matter, to the teacher. "Interest" is a completely subjective matter that cannot be analysed objectively. In addition, not even the educational value of the texts was considered since all the books reviewed have already been approved by the Ministry of Education and are therefore considered suitable for our pupils. Teachers can therefore use the chart as a guide but they must still their own judgement (or consult with colleagues, co-ordinators, counsellors or inspectors) before making their final decision as to which textbook to choose for a given class in any specific school. The evaluation reported in this article is of course the personal opinion of

Note to the reader: All page numbers in the text refer to pages in the "English Syllabus for Schools", Jerusalem 1988.

the writers and is not an "official" view of the Ministry of Education, the English Inspectorate etc.

We wanted to show the strengths and weaknesses, in our opinion, of any given book, since there are no "perfect" textbooks just as there are no "perfect" classes or "perfect" teachers. What we would have liked to do was to *teach* teachers how to analyse textbooks for themselves rather than give them our evaluation, but that is a long-term project to which we can perhaps return at a later date. In the meantime we would like to share with you the method used in preparing this report, which will hopefully help you to evaluate any other textbook. Obviously we do not expect everyone to agree with our analysis, which must ultimately be subjective even though we made every effort to keep it as objective as possible. As you know, no two critics ever agree about even a film or play and in spite of everything we do not always know *why* a specific book "works" in the classroom.

The Methodology of Textbook Analysis:

Our first goal was to decide on the set of criteria by which we could analyse the books in order to make the final product as user-friendly as possible. For this we studied the new syllabus very carefully and in great detail until we finally drew up a list of criteria on which there was mutual agreement. This new list varies somewhat in emphasis from the previous one but not in content. We will now explain some of these (see Tables 1 & 2).

1a) THE LANGUAGE SKILLS:

1 Listening Comprehension

Basically we looked for three things — the variety of text types, the appropriacy and authenticity of the language used and the kinds of tasks given.

2 Reading Comprehension

We would have liked to include a number of sub-sections dealing with skimming, scanning, prediction, inference, coherence and cohesion, but we felt that was beyond the scope of our review. We did however look for these points when assessing the way in which reading comprehension is *taught* in the various books (pp 19 & 20). We feel that this is perhaps the most important section of any textbook since "Reading Comprehension is the most important skill to be taught in school." (p 19), and we wanted to be sure that it was being *taught* and not merely *tested*. It is usually the reading passages that establish the level of difficulty of a textbook. In any integrated courseware the reading is central to all else. We also took into account the variety of text types. In Grades 8 and 9 pupils should be exposed to more than only narrative.

3 Speaking

We wanted to see if pupils had been prepared conceptually and linguistically for the task suggested.

4 Writing

Here I want to refer to the criteria for "Writing" which were taken from pp 21 & 22 and p 38. The syllabus states quite clearly that "writing activities whether at a sentence or a paragraph level should still be controlled and teacher-guided in Grades 7 — 9. *Free unguided* compositions should not be set...." (p 38). Textbook writers do not seem to have taken this directive seriously. We therefore checked whether pupils had been "prepared" for the written work set. By this we mean prepared not only conceptually and linguistically but also how to go about writing a piece of discourse. This means, amongst other things, exposure to discourse analysis at an elementary level. It also demands that the "process" of writing be taught.

IIa) VOCABULARY:

3 The Teaching Process

The syllabus states that vocabulary may be taught inductively or deductively (p 15), provided that it is actually *taught* i.e. "introduced and recognised, practised, and then used creatively" (p 14).

We looked for these stages in assessing the books, taking into account the differences between *active* and *recognition* vocabulary acquisition. We did not accept the translation of words into the mother-tongue as a regular substitute for the many other ways in which vocabulary can and should be taught. It did not matter if the vocabulary work was in preparation for reading the passage, or as an exercise in educated guess-work i.e. getting the meaning from the text after reading it, but it had to be taught and practiced and not merely tested.

IIb) GRAMMAR:

2 In context

"Grammatical structures should be learnt in the form of sentence patterns — i.e. *fully-contextualised* model sentences based on relevant situations." (p 13). We found that most writers coped with this reasonably well but found the following requirements more difficult to fulfil: "— The grammar taught should be an *integral* part of the textbook chapter or teaching situation, in order to provide this meaningful context. The role of a separate grammar book is mainly for remedial work and as a source of additional drills. Grammar should not be taught as a separate subject or lesson." (p 12).

3 The Teaching Process:

— "intro" (introduction) / "authenticity" refers to either deductive or inductive teaching, (pp 13 & 15) but the rules given must be clear and the examples, the exercises, and/or tasks must all be *authentic*, "the authentic use of language" (p 5). By this we do not mean that the language should be ungraded but that the sentences given could be used outside of the classroom and should not be strange ones invented for teaching purposes.

— "graded practice" refers to "repetition, completion, substitution and transformation drills" leading to "controlled communication" (p 13). Usually we did not consider one or two activities as being sufficient.

— "Integration" Here we are talking about the integration of the new grammatical point and/or re-entry of previously learnt material into listening, speaking, reading and writing activities. This is "in order to ensure that the correct *use* of the grammatical form be part of the learners' linguistic performance rather than as a distinct body of knowledge not actively used in production." (p 13). Ideally, all grammar should be integrated both conceptually and linguistically.

IIIa) COMMUNICATIVE ACTIVITIES:

1 Preparation

We looked to see if the book gives adequate preparation lexically, grammatically and conceptually for the activities suggested for "the creative use of the language" (pp. 25–26). We also expected the activities to be varied.

2 Discourse

We see the ordering of sentences and paragraphs as a means by which discourse features can be taught — "interconnections and interdependence of the sentences" (p 23) including both coherence and more especially the use of cohesive devices. This links up with teaching the process of writing. (section Ia, part 4 above)

IIb) DICTIONARY SKILLS

Dictionary skills at the level of Grades 7 to 9 are usually not stressed, perhaps because of the lack of clear guidelines (in the syllabus) as to the type of dictionary these pupils should use. (English — English or English — Hebrew). Authors have however made some very interesting suggestions.

V) GENERAL COMMENTS:

It was extremely difficult to sum up a complete textbook in a few words but we wanted teachers to know that nearly every textbook must be adapted to his/her class. New

teachers especially should understand that they teach a syllabus and not a textbook and that they must add material where necessary and skip material that is unsuitable for their classes.

In conclusion, we learned a great deal about textbooks while doing this review and our admiration for the extremely hard work that writers put in has grown enormously.

ADDITIONAL MATERIAL

I Textbooks for Very Weak Classes:

It is very difficult to recommend any particular book for weak classes since no two such classes are the same, but the following are general suggestions:

1	*Up to the Top*	Rena Keynan	(has teachers' guide)
	Fun in the Sun	Judy Yaron	(has teachers' guide)

These two books are for weak pupils who are beginning again and are non-readers.

2	*Teens Work It Out*	Rachel Saperstein	(teachers' guide & cassette)
	I am a Teenager	Rachel Saperstein	(teachers' edition & cassette)

These two books are for weak learners who can read.

II) Class Readers

Grade 8 and/or 9

A Collection of Stories	Yaffa Kleiner
Kids and Other People	Tamar Sachs

What a Surprise!	Anna Sotto	These three Readers are all
What an Adventure	Anna Sotto	fairly easy for regular
What a Challenge	Anna Sotto	classes and can often be used for "B" Groups.
Stepping Stones	Anna Sotto	for good Grade 9 classes

III) Teaching Skills in Reading Comprehension

1 Focus series:	*Time After Time*	— understanding sequence in texts
(מפ"ח)	*Tie It Together*	— drawing inferences from texts
	What's the Point?	— getting the main ideas of texts
	Look for Yourself	— reading details in texts

There is a Teachers' Guide for each of these books.

2 *Opening Lines*— Focus on Reading Skills — Sheila Been et al

IV) Listening Comprehension

I heard that... Books 1, 2, Nomi Ballas and Carol Goldfus (with Teachers' Guide and audio-cassette)

V) Grammar Practice Books

Grammar for the 8th Grade — Marcelle Dray & Sheila Been
Grammar for the 9th Grade — Marcelle Dray & Sheila Been

TEXTBOOK EVALUATION, 1991 הערכת ספרי לימוד להוראת האנגלית, שנה"ל תשנ"א

TITLE AUTHOR GRADE Workbook Audio-cassette/Diskette Teacher's Guide	Friends Across the Sea/Postol 8 Yes No Yes	E.S.H.9 Benziman, Kneller/8 No No No	T.V. Tales ETV 8 Yes cassette Yes	Junior Files Olshtain et al 8 Yes disks-"Turn on to Reading"	On the Spot Bar-Hama, Shoshani 8 No cassette Yes
Ia) THE LANGUAGE SKILLS:					
1 Listening Comprehension					
— Yes/No	occasional	No	Yes	Yes	Yes
— Variety of text types	1	—	3	unrealistic	3
2 Reading Comprehension					
— Teaching sub-skills	1	No	3	3	2
— Variety of text types	2	2	3	3	3
3 Speaking					
— Interaction stimuli	in workbook	3	3	3	2
4 Writing					
a) — at word level	2	3	2	3	3
— at sentence level	2	2	2	3	3
— at paragraph level	3	No	1	1	1
b) — Teaching the process of writing	No	No	No	No	1
Ib) APPROPRIATE & AUTHENTIC USE of LANGUAGE in:					
1 Listening texts	2	—	3	?	3
2 Reading texts	3	3	3	3	3
3 Writing tasks	2	3	3	3	3
IIa) VOCABULARY					
1 Follows Lexion	partially	No	No	Yes	Yes
2 Vocabulary load	heavy	reasonable	very heavy	reasonable	reasonable
3 The Teaching Process:					
— graded practice	1	1	1	2	2
— integration into language skills	2	2	3	3	2
IIb) GRAMMAR					
1 Follows syllabus	Yes	Yes	Yes	Yes	Yes
2 In context	3	3	3	3	2
3 The Teaching Process:					
— intro/authentic lang	2	3	2	3	3
— graded practice	3	3	2	2	3
— integration into language skills	in workbook	3	2	3	2
IIIa) COMMUNICATIVE ACTIVITIES					
1 Preparation/variety	in workbook	1	3	2	2
2 Teaching discourse skills	1	No	3	2	2
IIIb) DICTIONARY SKILLS	2	No	No	1	1
IV) SUPPLEMENTARY MATERIAL RECOMMENDED	workbook is essential	E.S.H. Reader 10	workbook is essential	workbook is very useful	—
V) GENERAL COMMENTS	needs more communicative activities	this is a language book only	with workbook is balanced courseware	difficult but stimulating material	easy for teacher to work with
VI) Recommended for:	very good classes	new immigrant pupils in 8/9	good & very good classes	very good classes only	average classes & B groups

Legend: 3= VERY GOOD 2 = GOOD 1 = UNSATISFACTORY OR INSUFFICIENT

BEST COPY AVAILABLE

Mixed Bag Dray, Stein 8 No cassette Yes	Getting into Things/Raz 9 "Grammar" for 9 cassette Yes	Let's Connect Kemp/ Milste ר 9 No cassette Yes	We are the World/Postol 9 No No Yes	Straight to the Point/Bar Hama, Shoshani 9 No cassette, disk Yes	Destination English/ Baratz 9 No cassette Yes
Yes	Yes	Yes	Yes	Yes	Yes
2	3	3	3	3	2
1	2	3	2	2	3
1	3	3	3	2	3
2	3	3	2	3	3
2	3	3	2	3	3
2	2	3	2	2	3
2	3	2	1	1	3
No	3	2	1	No	1
2	3	3	2	3	2
2	3	3	3	3	3
1	3	3	3	3	3
partially reasonable	Yes reasonable	Yes reasonable	Far beyond ט very heavy	Yes reasonable	No heavy
1	2	1	1	3	2
2	3	3	3	3	3
Yes	Yes	Yes	Yes	Yes	Yes
1	2	3	3	3	2
1	1	2	2	2	3
1	No	1	3	2	2
1	1	2	3	2	2
1	3	3	1	3	3
No	3	2	1	1	3
2	1	1	2	2	3
grammar practice in context	Grammar practice	Grammar practice	Vocabulary work practice	Grammar practice	—
writing tasks are not guided	lacks grammar in context	needs more grammar	reading very difficult	needs more grammar	grammar inadequately organised poor layout
good classes	good & very good classes	good & very good classes	very good classes only	average to good classes	good & very good classes

"CONFIDENCE AND FLUENCY" – A VILLAGE ENGLISH SCHEME

by *Yosef Shaheen* and
Jim Wingate

A description of two-week and three-week Intensive English Holiday Courses held at Beit Jann Druse village in December and August each year; we believe this scheme can be adapted to other villages in Israel.

"I'VE CHANGED MY MIND"

"I've changed my mind", said pupil Hannan Salalha, "I used to think English was difficult; now I think it's easy." We set out to help 120 pupils in Grades 10, 11 and 12 to enjoy English and to use the language naturally for communication. We recruited volunteers from Ireland and the United Kingdom to make up a team of four experienced teachers and four teenagers. The teenagers worked in pairs and we therefore had six classes at six levels, with three sessions daily from 8.30 to 1.15. The teenagers concentrated on oral skills and games; the four teachers concentrated on Bagrut examination skills and projects. Each class had each teacher and each pair of teenagers twice a week, so that the timetables for Sunday and Tuesday were the same as for Monday and Wednesday. On Thursdays we had treasure hunts, games, songs and other activities with all the students together.

SUPPORT FROM THE COMMUNITY

First, we received approval and encouragement from Raphael Gefen of the English Inspectorate and Malcolm Johnson from the British Council. Then we created a positive attitude to the scheme from the Village Council, the school, the Parents' Association – and the pupils themselves. At the opening of the most recent course, the mayor, Jamal Salalha, the headmaster Ahmad Salalha, and the Parents' Association chairman all spoke to the pupils in English. At another meeting they spoke to the parents too in English, and this helped a great deal to demonstrate that the status of English in the village is being raised.

In November and December 1990, Jim Wingate went round the primary and secondary schools observing and teaching classes, so that nearly every pupil in the village had seen

and talked to a native English speaker and had found that he or she could understand, be understood and communicate.

UNEXPECTED RESULTS

Now most of the 7000 people in the village, of all ages, greet the volunteers in English ("Hello, how are you? ... Welcome."), even if they are too young or too old to have learned the language. English has become an accepted part of the life of the community. We certainly did not expect these results, from people we had not been teaching!

THE PUPILS IN GRADES 10, 11 AND 12

The scheme started in December 1990 for seventy Grade 12 pupils. They had one intensive course before their Bagrut examinations. Yosef Shaheen and Jim Wingate were the only volunteers. There were three levels — (a) those likely to pass, (b) those who might pass, (c) those very unlikely to pass. We concentrated on examination skills and strategies and on building up their confidence. The (c) group also had special coaching for an hour each day, given by Jim Wingate. The course in August 1991 took pupils from Grades 10, 11 and 12. Thus, with December and August courses each year, these Grade 10 pupils will have attended six courses before they take the Bagrut, with proportionately fewer courses by pupils in Grades 11 and 12. The Bagrut results should show a step-by-step improvement from the 40% pass rate in 1990, and the proportion of pupils taking higher-point Bagrut examinations should increase.

What evidence of improvement do we have at the moment?

CURRENT RESULTS

Pupils silent at the start of the course now spontaneously approach and chat with the volunteers.

Pupils who did speak from the beginning now speak three times more fluently than before.

Interviews with the pupils for the course newspaper which were a struggle for 15 minutes in the first few days now last three hours, with nobody tiring. What began as halting, hesitant pairwork now is much more rapid and fluent. For example, the new mayor came to observe Grade 10 classes; the meeting ended with pupils interviewing him in English about his plans for the village. Pupils tell Yosef Shaheen "please speak English", when he makes administrative announcements when, before, they would have asked him to speak Arabic.

WHAT FEATURES ARE UNUSUAL ABOUT THE COURSE?

We aim to make pupils functionally more autonomous and more responsible for their own learning. We aim to break the habits of translating into and out of Arabic, and of passive approaches to learning. We use right- and left-brain teaching; we get the pupils

physically involved with activities and games in each lesson. We interview the pupils and the resulting texts become their teaching materials. Thus they do reading comprehension activities about their own lives and in this way new words and structures they meet in the texts (Jim Wingate reformulates the content of what they say into better English) are met in contexts they understand and relate to. Consequently, they develop positive strategies for dealing with new language items. We teach the examination skills not just through examination questions; we try to develop conscious strategies for the lower level pupils to use (the better pupils have already developed these strategies unconsciously).

DIFFERENCES BETWEEN GOOD AND WEAK PUPILS

Good pupils have already developed a co-ordinated strategy linking visual and audial memory and the kinesthetic activity of writing. They therefore always recognize a word they know when they see it or hear it, and spell it consistently. They co-ordinate right- and left-brain functions. The weak pupils have an audial strategy but very little visual association. Instead of connecting the visual image of the written word in English, they connect the sound of the English word with the translation in Arabic. As a result, they fail to recognize English words they already know in Listening and Reading Comprehension, Clozes and Dialogues, and they fail to spell the words they know correctly.

We have therefore speeded up their reading and listening, so they simply do not have time to translate. We have greatly reduced their use of Arabic in class, and we have pushed them on to using what they already know and to connect this knowledge up into patterns which enable them to guess what they do not know.

USEFULNESS BEYOND BEIT JANN VILLAGE

During each course, we provide a three-day period open to all teachers from the surrounding area. The teachers observe classes and are trained in the insights and techniques we have found useful. We are happy to share with others the materials and methods we use. The articles and interviews about the pupils' own lives and the community are being entered onto a word-processor and laid out as a proper newspaper for use by any community in Israel. The programme and timetable are also available to any other community in the country, and we can share suggestions on how to recruit and use volunteers.

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NEWS FROM EDUCATIONAL TELEVISION

A. ENGLISH FOR BAGRUT — 4 Points

by *Lily Vered*

"English for Bagrut" is a new series to be broadcast on Educational TV.

Who is it for? The program is intended for students preparing for the 4-point examination who are much more likely to turn on the television than to turn to the pages of a book when studying on their own (or prefer TV as a classroom technique).

What is it about? The program presents in detail the format of the written and oral examinations, reviews the instructions and marking scales, and introduces the students to reading strategies and exam-taking skills.

How many telecasts? The series comprises 17 telecasts, each of some 20 minutes' duration.

When? The program will air weekly, **after** school hours, from December. After the Passover vacation, broadcasts of programs dealing with the written exam will be intensified until the Bagrut. Videocassettes will also be available.

Rationale: Planning for the program was guided by several principles. One, success on the written 4-point examination is primarily dependent upon a student's ability to read efficiently and to comprehend. Therefore, reading strategies are introduced as efficient means by which to answer questions from previous Bagrut papers. Two, major examinations are fraught with anxiety, which prevents students from performing at their best. Becoming familiar with an examination paper, or the examination-setting, should help alleviate stress and culminate in better results. Three, most students are not confident exam-takers, and an improvement in their exam-taking skills will probably improve results too. Four, time-limitations of the program necessitate

brief grammatical explanations which serve as a reminder or indicator to the student. Students for whom these brief explanations are inadequate should be encouraged to refer either to their teacher or to a textbook. Five, television is basically a visual medium and as the student cannot watch the screen and simultaneously follow a text, visual elements are exploited wherever possible and verbal explanations kept concise. Six, because the students are also preparing for the oral examination, explanations are usually given in English. Hebrew is used when dictated by the examination format or for the translation of vocabulary items. Seven, since there is an opportunity for students and schools to videotape telecasts or purchase videocassettes from Educational TV, students can study at their own pace and review difficult sections after they have read the relevant texts from the collection of Bagrut papers available on the market.

The Making of the Program: The three teachers who present "English for Bagrut" were selected through a long and careful process. First, practising high-school teachers were asked to submit a script based on a text from a previous examination. The scripts were assessed by the production coordinators and suitable candidates were invited for a screen test. The screen tests were evaluated and each member of the production team selected four appropriate candidates. Last, the screen tests were shown to two groups of high-school students, one in Jaffa and another in Tel-Aviv — who expressed their personal choices and comments. The presenters ultimately selected were those chosen by both the production team and the students. There are several advantages in having more than one presenter. One advantage is technical. Due to the very short time available for production one person could not have coped with the script and production demands. Another advantage, perhaps more important, is affective. A student might not "take to" a particular presenter and would therefore not watch the program. With three different personalities this likelihood is lessened. In addition, listening to three different presenters exposes the students to a greater variety of language and is a valuable preparation for the oral examination.

The texts used in the program were taken from recent examination papers, but not from one specific paper. The texts were chosen on the basis of their effectiveness in illustrating certain reading strategies as applied to Bagrut texts and questions and serve as models for the processes of reading in the examination. Therefore, for each section of the Bagrut paper two texts are dealt with. It is intended that the same techniques and strategies will be applied by the students to other texts dealt with in class, or at home.

After the texts were selected and analyzed by the advisor and curriculum consultants, the teacher-presenters were given careful guidelines as to what they should incorporate into each script. Scripts were closely supervised and revised until each received its final approval from the advisor and from Mr. Raphael Gefen before being put into production. At the production level the professional acumen of the producer, director

and McIntosh programmer and production team were of the utmost importance. To preserve uniformity throughout the programs the same terminology is used by all three presenters; each telecast begins with a review of the previous one and concludes with a summary of that day's work. Points made in earlier telecasts are reinforced.

In the telecasts dealing with the oral examination, an actual test situation is simulated and later reexamined by the teacher-tester, with feedback and tips provided to the student. Here too, more than one example is provided for each station, and the process is important.

Closing Remarks: It is hoped that teachers themselves will become familiar with the program and inform the students of the telecasts. In areas where home videos are less common it would be advisable for schools to record the programs and urge students to watch them regularly. Again, "class-viewing" is a useful alternative and may be preferred in many situations, such as giving an opportunity for teacher and students to discuss the programs. The "English for Bagrut" team is quite confident that although the program is intended for students taking the 4-point examination other students of all levels can gain by watching Ultimately, we all share the same goal — helping our students pass the examination with flying colours.

B. SIGNAL C.Q. — a new multi-media series for Grade 7

by *Dvora Ben-Meir*

This August a new series for Grade Seven was launched. Fifteen years after the successful *Gabby and Debby* series was produced, *Signal C.Q.* is replacing it. Many of the effective elements of the *Gabby and Debby* series have been retained, yet *Signal C.Q.* is a new series, reflecting modern communicative teaching design. This article will focus on the newer aspects of the materials.

The five telecasts, which serve as the focus for the accompanying materials, are 20 minute dramas in color. Each telecast relates a different adventure of Mickey and Donna, a brother and sister ham radio team. In the first telecast, Mickey and Donna find a magic bubble which gives them the powers of being transported to any spot on a map. Mickey and Donna use the bubble to answer calls for help or to help people they know. The bubble takes them to Australia, Guatemala, Lake Tahoe, and Jerusalem. Each telecast is a self-contained drama with different characters and settings, and offers rich locations and authentic language.

The PUPILS' BOOK is a coursebook produced in full color, using photographs and realia to enhance learning. It covers the grammatical structures as outlined in the Syllabus and incorporates the Lexicon of the Syllabus as well. The following features demand closer inspection:

a. The Treatment of Grammatical Structures

Each grammatical structure is first presented in a situation in which the learner uses the structure in a need-oriented activity. For example, the learners share information about Mickey and Donna, using the 3rd person singular. Only after they have completed this communicative task do they study the form of the structure. The LOOK INTO GRAMMAR feature provides examples and paradigms when possible, and encourages the learner to formulate the rule for himself. This is always followed by PRACTICE activities which encourage the learner to use the structure consciously, albeit in exercises relevant to the theme and the characters. The vocabulary in these exercises is familiar and does not demand the learning of new words. Some of the PRACTICE exercises are traditional fill-ins while others expect the learner to practice with a partner. There is a large variety of exercise types for all levels of learners. Further ADDITIONAL PRACTICE exercises are available in the TEACHER'S GUIDE both for the learner who needs more mechanical practice and for the learner who can manage more advanced practice of the structure.

b. Study Hints

The PUPILS' BOOK offers learners the opportunity to become aware of learning strategies. This attempt to provide consciousness-raising activities which encourage learners to think about the way they can learn language is a special feature of the book. Learners are offered insights into using a Table of Contents, into the writing of paragraphs, into using a dictionary, and into the use of prefixes and suffixes, for example. The STUDY HINTS are made explicit and the learner is expected to adapt them to his needs.

c. The Learning of Vocabulary

Every effort has been made to ensure re-entry and re-cycling of the vocabulary presented. Even though each unit in the Book evolves around a different theme, the vocabulary is linked throughout the book. Although there are some traditional vocabulary exercises, most of the activities demand of the learner to think about the word in a larger context. For example, word collocations are practiced when possible, so that the learner is aware that certain words "belong" together. Learners are asked to find words that have a similar meaning in a list of words; they are asked to find words that don't belong in a category; they are required to match sentences with similar meanings; they play "word games". An emphasis is placed on the importance of vocabulary at this stage of language learning; A WORD LIST is included at the end of every Unit, highlighting the vocabulary that the learners have used to complete the assigned tasks.

d. The Listening Element

Each unit offers various LISTENING COMPREHENSION tasks. These tasks are related to the theme, the vocabulary, and the structures of that unit. The LISTENING

TASKS are integrated into the learning material, so that the learners do not feel a break in continuity when they practice this skill. The LISTENING TASKS can be presented in class and can be finished or reviewed at home. It is advisable that learners have their own audio-cassette in order to practice the skill for homework. The cassettes are inexpensive and offer an added dimension to classwork and homework. The tasks include listening to a weather report, following a map, ordering menus, recipes/instructions, checking answers on a quiz, matching people to pictures, filling in a museum plan, choosing a gift from a gift catalogue, etc. There is great variety and the cassette offers the learners a chance to listen to different accents and types of information.

e. The Reading Element

The PUPILS' BOOK offers a variety of reading material. Learners are given a chance to read from pamphlets, ads, instruction manuals, letters, announcements, encyclopedias, etc. All the material has been adapted for the learner of this level, even though the format makes it looks authentic. Each unit usually has a short narrative for intensive reading. Each unit concludes with a long narrative, READING FOR FUN, for extensive reading to motivate reading for pleasure.

A special feature of the book is the highly recommended technique of JIGSAW READING. Each group of pupils is responsible for reading a specific TASK CARD. Each TASK CARD deals with a different aspect of a broad topic. The TASK CARD provides guiding questions for focused reading. After pupils have become "experts" on their topic they move into new groups and share their information through a structured activity. This activity integrates all four language skills: reading for information, speaking through sharing of information, listening to other members of the group to learn new information, and note-taking to keep a record of the information. Educators believe the JIGSAW technique is also effective in socializing skills, especially in heterogeneous classes. The READING TASK CARDS are provided in simplified form in the TEACHER'S GUIDE so that all levels of learners can profit from this activity.

f. Viewing Tasks

This is one of the few books available which offers pupils an opportunity to develop the skill of critical viewing of television, an important aspect of educational development. The activities in this section of the book relate closely to the telecast and call upon a variety of skills. The predictive skills are practiced through activities such as having the learners look at photographic stills from the film and predicting the order of events, the dialogue, or the story line. In activities learners are also asked to match photographs with excerpts from the dialogue of the script and to predict who might say certain quotes taken from the script. Learners use the telecast to generate more language: they are asked to give titles to scenes, to fill in missing words/statements/questions

from the dialogue, analyze facial expressions and body language, role play scenes, find mistakes in excerpts given from the script, and make up different endings to the films. All these activities encourage the learner to look closely at the film and to analyze it in terms of language, character development, scene development, and film production. These skills are useful in the broader aspect of understanding the medium of film and television, and are especially useful in generating language based on a common experience of viewing a film with one's peers.

g. The Layout

Much pedagogic thought has gone into the graphics and layout of the book. Color has been used to signal to the pupil the type of activity. All the PAIR WORK and GROUP WORK activities are given a specific color. A LOOK INTO GRAMMAR, PRACTICE, and STUDY HINTS are also consistent in color. Each unit is given its own color for chapter heading and activity numbers. Cartoons have been used to add humor and variety to the drawings. Full color photographs add authenticity add a real taste of the outside world. The layout might give the impression that the book is for more advanced learners, but a closer inspection of the language will prove that it is intended for the average Grade Seven pupil. The layout appeals to the more sophisticated taste of the teenager, while the language remains unsophisticated.

h. The Choice of Topics

Many Grade Seven teachers have asked for materials that will broaden the horizons of their pupils who have finished the elementary grades. The topics presented in the PUPILS' BOOK are topics which will offer the learner an opportunity to learn about the world through the medium of English. Therefore, English is not only a subject by itself, but is a subject which opens many new doors to the teenage learner. The topics dealt with include amateur radio, history and geography, Save the Earth and Ecology, Blindness, The Inca, Judaica, First Aid, to name but a few. These topics are both relevant and new to most Israeli teenagers, and teachers should feel that they are also stimulating the learners' intellectual curiosity by using this series.

i. The Teacher's Guide

This guide offers teachers a breakdown of each activity in the book regarding CLASSROOM ORGANIZATION, VOCABULARY, GRAMMAR, FUNCTIONS in graph form. Each activity is then carefully described regarding OBJECTIVES and PROCEDURES. The GUIDE also provides many extra WORKSHEETS which focus on vocabulary and grammar. Extra JIGSAW READING activities are also included. ALL DIFFICULT READING PASSAGES have been simplified for the slower learner and are presented as WORKSHEETS. Special procedures are suggested for SLOWER LEARNERS and ADDITIONAL ACTIVITIES are offered for ADVANCED

LEARNERS. The GUIDE also includes an ANSWER KEY for all activities and exercises.

Many teachers attended workshops during July and August to preview the telecasts and the accompanying materials. Workshops will be held in all regions during the school year for interested teachers. Please contact your Local Inspector for further information. We know it is up to the teachers to implement all the ideas presented in this article.

SUPPLEMENT ON TEACHING "TRANSLATION SKILLS" AND ON ISSUES OF LANGUAGE TRANSFER

The ENGLISH TEACHERS' JOURNAL publishes a regular feature on Translation and Language Transfer (edited by Tsilla Kratter and Irit Kupferberg), and teachers are invited to contribute short articles, notices and news items on these subjects.

The following articles appear in this issue:

1. Bagrut examination paper on "Translation Skills", 1991
2. Towards a Comparative Stylistics of English and Hebrew, by *E.A. Levenston*
3. A Translation Bibliography, compiled by *Tsilla Kratter*
4. Thinking Translationly; The First Day, by *David Grossman*

It is understood that E.T.A.I. is setting up a SIG (Special Interest Group) for the teaching of translation skills. Teachers interested should contact ETAI, POB 7663, Jerusalem.

BAGRUT EXAMINATION IN "TRANSLATION SKILLS", 1991

This is an optional subject and pupils are expected to get a good mark (85) in the 5-POINT English Bagrut examination and to be very good in Hebrew. The examination lasts two hours and examinees may use any dictionary and/or Thesaurus they choose. The above examination was set by the Ministry but marked by the school according to an agreed answer-sheet (reprinted here). The 1992 examination will be marked externally at the Bagrut Marking Centre (מרב"ד). Examinees choose ONE of two Options — to translate from English to Hebrew or from Hebrew to English.

IMPORTANT! CHOOSE EITHER OPTION I OR OPTION II.

שים לב! עליך לבחור באפשרות הראשונה או באפשרות השנייה.

OPTION I: TRANSLATION FROM ENGLISH INTO HEBREW (100 points)

אפשרות ראשונה: תרגום מאנגלית לעברית (100 נקודות)

תרגם את הקטע שלפניך, ודון בעשרת הפריטים הממוספרים, המופיעים בקטע.
(70 נקודות – לתרגום הקטע; 30 נקודות – לדיון בפריטים הממוספרים)

דון (בעברית) בתרגום של 10 המלים או הביטויים שמוספרו וסומנו בקו בקטע.
מדוע בחרת בתרגום זה? מה היו הקשיים או הבעיות שעמדת בפניהם בבחירת התרגום שלך (ניבים, מבנים דקדוקיים, דו־משמעויות, נאמנות לשפת המקור ולסגנון הייחודי של הקטע שלפניך, וכו')? מה היו הברירות בתרגום ששקלתָ אך דחית – ומדוע?

TO ACT OR NOT TO ACT

(1) *"I'm not myself here"*, Mel Gibson said, as he sipped black coffee in a luxury hotel in a fashionable Los Angeles district. "You're not seeing the real me."

The real Gibson, star of the new movie version of "Hamlet" and a string of screen successes which made him one of Hollywood's *(2) top box office draws*, likes nothing more than romping on the floor with his six children or working cattle on his ranch. He is going home to Australia "to lead my own life instead of someone else's". The star of the film series "Lethal Weapon" and "Road Warrior" claims that he is tired of years of non-stop filming and that he is incapable of making another movie — "I'm going to take off 10 months or a year, if for no other reason than that *(3) people must be getting sick of the sight of me"*, he said in an interview recently.

When asked where "home" is, he smiled *(4) ruefully* and said, "I wish someone would tell me". "Home" for much of this year has been Scotland, the setting for most of "Hamlet", which Gibson called "the hardest thing I've never done". "Hamlet" was unlike any other role he has ever tackled. "It's the *(5) career gauntlet*, if you like. It was practically offered to me *(6) on a silver plate*. It demanded to be picked up."

As for the role of Hamlet, Prince of Denmark, Gibson's feeling was that "it's hard to *(7) pin this character down*, to even talk about him, because the only thing consistent about him is his inconsistency. He's a real puzzle, *(8) a real juggling act*." Nevertheless, he is pleased with the result. "I think it's a very good production, and it's a damned good story."

The film version aims *(9) to make "Hamlet" accessible* to mass audiences by somewhat simplifying the complexity of the play but keeping the original verse. Scenes have been cut, but the words are unchanged, Gibson said.

The film does not yet have *(10) a release date*, but it is to be expected that the star will watch it with his family at a cinema back home — after he has seen to his cattle.

(Adapted from THE JERUSALEM POST)

להציג או לא להציג (/ לשחק או לא לשחק)

"[אני] אינני עצמי כאן / פה", / אני לא עצמי כאן / פה / אמר מל גיבסון, בשעה שלגם / בעת שלגם / בלוגמו / קפה שחור בבית מלון מפואר ברובע מהודר בלוס אנג'לס. "אינך רואה את האני האמיתי שלי".

גיבסון האמיתי, כוכבם של גירסה קולנועית חדשה של / ל"המלט" ושל סדרת הצלחות על המסך, אשר הפכו אותו לאחד משוברי הקופות הראשיים / לאחת ההצלחות הקופתיות הגדולות / בהוליווד, אוהב יותר מכל / אין דבר החביב עליו מאשר / להשתובב / להשתולל / עם ששת ילדיו על הרצפה או לטפל בבקר בחווה שלו / בחוותו. הוא נוסע הביתה לאוסטרליה "לחיות את חיי במקום / ולא / את חייו של מישהו אחר". הכוכב של סדרת הסרטים "נשק קטלני" ו"לוחם דרכים" טוען שהוא עייף / שבע / מותש / משנים של הסרטות ללא הפוגה / הפסק / ושאינו מסוגל לעשות סרט נוסף — "אצא לחופשה למשך / אני עומד לקחת חופשה של / עשרה חודשים או שנה, ולו רק בגלל הסיבה / מפני / שלאנשים בוודאי נמאס לראות אותי", [הוא] אמר בראיון שנתן לאחרונה. כשנשאל איפה / היכן / נמצא "הביתת" / היכן "ביתו" / [הוא] חייך בעצב ואמר: "הלוואי שמישהו יגיד לי" / הלוואי וידעתי / לו ידעתי /. "הבית" בחלקה הגדול / רוב רובה / של השנה הנוכחית היה בסקוטלנד, ששימשה כאתר / כזירת / צילומים לרובו של הסרט "המלט", אותו מכנה גיבסון "הדבר הקשה ביותר / הכי קשה / שעשיתי מעודי / מֵימי / אי־פעם". "המלט" היה שונה מכל תפקיד אחר שעמו התמודד גיבסון בעבר. "זוהי פסגת הקריירה, אם תרצה. / זה אתגר מקצועי, ניתן לומר. התפקיד הוצע / הוגש / לי למעשה / בעצם / על מגש של כסף. הייתי חייב / מוכרח להרים את הכפפה [שהושלכה לעברי / שנזרקה אלי"].

בנוגע / אשר / לתפקיד המלט, נסיך דנמרק, הרגשת / תחושת / גיבסון היתה ש"קשה לתהות על קנקנה / לעמוד על טיבה / של דמות זו, אפילו לדבר עליה, מפני שהדבר העקבי היחיד בה הוא חוסר העקביות שלה. המלט הוא חידה אמיתית, מעשה להטוטים ממש".
עם זאת, / מכל מקום / גיבסון מרוצה / שבע רצון/ מהתוצאה. "אני חושב שזו הפקה טובה מאד, וזהו סיפור מצוין / נפלא / פנטסטי / מעולה".

הגירסה הקולנועית מעוניינת / שמה לעצמה מטרה / חותרת / לקרב את "המלט" להמונים באמצעות / על־ידי / פישוט־מה במורכבותו של המחזה, אך תוך הקפדה על החריזה המקורית. "תמונות / סצנות / נחתכו, אך המלים נשארות ללא שינוי", אמר גיבסון.

טרם נקבע / לא נקבע עדיין / מועד יציאת הסרט לאקרנים / מסכים /, אך סביר להניח, / ניתן לצפות / שהכוכב יצפה בסרט / בו יחד / בחברת / עם / בני משפחתו בבית־קולנוע מקומי בעיר מולדתו / מגוריו / — אחרי / לאחר / שיטפל בבקר שלו.

OPTION II: TRANSLATION FROM HEBREW INTO ENGLISH (100 points)

אפשרות ראשונה: תרגום מעברית לאנגלית (100 נקודות)

Translate the following passage and discuss the 10 items numbered in the passage. (70 points — for the translation of the passage; 30 points — for discussing the numbered items)

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Discuss (in English) your translation of the 10 words or phrases numbered and underlined in the passage. Why did you choose that particular translation? What were the difficulties or problems you faced in choosing your particular translation (idioms, grammatical structures, ambiguities, fidelity to the source language and the specific style of this passage, etc)? What alternative translations did you consider and reject — and why?

Note: In translating the rhymes it is *not* necessary to seek an equivalent rhyme in English.

המסע המופלא של הקרפד

(מאת יעקב שבתאי, צייר דני קרוון, זמורה ביתן, 146 עמודים)

כנראה *(1) עתיד החורף להגיע* למרות הכל. הוא כבר מסתמן בפרחי החצב ובצינה בלילה. סביב תנורים יוכלו ילדים מגיל שבע ועד שבעים להתכרבל ולקרוא זה לזה ולעצמם את הרפתקאותיו של הקרפד שיצא לחפש את ים להד"ס.

גם הספר הזה, ספרו הראשון של יעקב שבתאי, הוא הוכחה שאמן גדול הוא בן אלמוות. עשרים וחמש שנים חלפו מאז התפרסם ועכשיו יש לו *(2) חיים עצמאיים*, שאינם נופלים מאלה של "הרוח בערבי הנחל". לילדים הוא יצירה קסומה מפני שבעיניהם ים להד"ם הוא *(3) מחוז כיסופים נעלם* כמו הים הדרומי, שאליו נסע דני ב"שלושים וחמישה במאי". מבוגרים יזהו כאן ללא קושי משחקי לשון. כולם יזהו את הטיפוס שמגלם כאן ריצ'ארד החרגול, האומר: "הוי *(4) ים להד"ם הגדול! הוי ים הפלא ופלאי!*" אבל כששואל אותו הקרפד, גיבורה של הדרמה הפיוטית והמצחיקה הזאת: "הלא אתה ראית את ים להד"ם הגדול?" משיב החרגול (נבוך מעט) "ראיתי? ... רציתי ... (בביטחון) אבל שמעתי הכל מפיו של סרטן מהוגן, ששמע מפי חיפושית, ששמעה מפי מקק, ששמע מפי שפירית שבדבריה אין להטיל צל של ספק" (עמ' 24).

גם את הוריו (הפולניים?) של הקרפד יזהו הקוראים: הם מתלבשים כדי לצאת עם הטריטונים. האמא: "איך המעיל?... והסרטי?" "לתפארת. את נהדרת. *(5) את נומרתי!*" שואל האב. "עוד דקה. *(6) רק מתפדרת*", משיבה האם. "זה ריצ'ארד", מסביר הקרפד לאביו הממתין לאשתו שתתפדר, "הלא זה החרגול שהגיע אתמול, אבא".

"זהו? ... *(7-8) הצעם הזה? המאובק הזה? הלא־מסורק הזה?*" (מגחך)... *(9)* "*הוא לא פוחז*, אבא", מבטיח הקרפד, התגלמות של המתבגר בראשית דרכו. וכך אביו (בלעג): "למה? מה? ... מאין הוא? לאן פניו מועדות? מה מקצועו? אומר ..."
לפני שמפרשים את היצירה כמשל וכאלגוריה כדאי לזכור שהקרפד הוא קרפד והחרגול הוא חרגול, אבל הקרפד הוא גם מתבגר המורד בהוריו הבורגנים. מסעו לים להד"ם הוא אפותיאוזה של התבגרות והתפכחות. בסיומה של הדרמה, כמו בסיום של קומדיה קלאסית, מצטרף הקרפד לעולם המבוגרים ונעשה אחד ממגיני הממסד. הוא מתקבל כגיבור לאומי אחרי שהציל את ממלכת ההיפך מלהיפך. הוא לבוש מדים והכל מריעים לו: *(10)* "*עוד קרפדנו חי!*"

רישומיו הנפלאים של דני קרוון והעיצוב המושלם של הספר עושים אותו נכס לכל קורא.
(מעובד על־פי עיתון "הארץ")

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THE WONDROUS JOURNEY OF THE TOAD by YA'ACOV SHABTAI

It would seem that winter (1) is destined / will inevitably arrive / will arrive in due course/ (2) is bound to arrive / will arrive / after all / (3) Apparently winter... in spite of everything / despite everything. (1) The signs are already there in the squil / It is already visible in / (3) It is already detectable in the squil (any of the season's flowers in case pupils don't know the exact name; it's possible to give any English / American sign of the season) and the chill / cold at night. Children from the age of seven to seventy / Children aged seven to seventy / will be able to (1) curl up by the stoves / (3) will sit by the stoves and read to each other and to themselves, the adventures of the toad that went to search for / to look for / to seek the sea of Never Never Land. / Neverland / Nowhere land.

This book, (3) too / also, Ya'akov Shabtai's first (1), is yet another / is yet further proof that a great artist is immortal. Twenty five years have passed since it was published / the publishing / publication of the book and it now has a life of its own / it now has an independent existence not inferior to "The Wind in the Willows". It is a tale / work / creation of enchantment / For children it is a tale of... / (2) a charming tale for children, because in their eyes / to them the sea of Never Never Land is the unknown / secret / invisible land they long for like the South Seas / Sea Danny travelled to in "The 35th of May".
Adults / Grown-ups will easily find / recognize here puns / a play on words. Everybody will identify the character embodied / represented here by Richard the Grasshopper who says: "Oh, Great Sea of Never Never Land! Oh, Wondrous Sea / most wonderful sea! / Oh, Sea, wonder of wonders." However, / But when Toad, the hero / the toad, hero of this (1) amusing / comic / (3) funny verse / and poetic drama asks him: "Surely, you have seen / But you must have seen the great sea of Never Never Land?" the grasshopper (a little confused / a little perplexed / bewildered / embarrassed) replies / answers: "Have I seen? Did I see? ... I've wanted to / I wanted to ... (with confidence / assurance) ... but I have heard it all / all about it from a (1) respectable / honorable (2) worthy / (3) decent crab, who'd heard it from a beetle, who'd heard from a cockroach / roach who'd heard from a dragonfly whose word must not be doubted / who's totally reliable / who's above suspicion" (p. 24)

The readers / reader will also identify the toad's (petit) bourgeois / middle class / parents: they dress up to go out with the Tritons. Mother / the mother: "How's the coat? ... and the ribbon?" "Magnificent / Beautiful / terrific. You look wonderful / You look superb / You look great. Have you finished? / Are you finished?", asks the father. "In a minute. I'm just powdering my face / putting my make up on", answers the mother. "This is Richard", says / explains the toad to his father who is waiting for his wife to finish powdering her nose / putting her make up on / while his wife

powders her face. But this is the grasshopper who / that arrived yesterday, Dad / Father." "Is that him?"

This bag of bones / this skinny chap / character / fellow? This scruffy / unkempt guy / individual?" (giggling), "He isn't a rake", / the toad reassures him, himself the epitome of budding adolescence / the epitome of early teens / the archetypal early teenager. / says the toad, the epitome of ..., reassuringly. To which his father / the father / replies: (scornfully / derisively): (1) Why? (2) Why do you say that? What? ... Where is he from? / Where does he live? Where is he heading? / What are his aims in life? / What's he aiming for? What does he do / [for a living?] What is his profession?

Before we interpret / Before interpreting the work / book / story / tale as a fable and as an allegory it is as well worth to remember / it's worth remembering that Toad is a toad and Grasshopper is a grasshopper, but the toad is also an adolescent rebelling against his bourgeois / middle class parents. His journey to the Sea of Never Never Land is the apotheosis of maturation and disillusionment / disenchantment. At the end / close / of the drama, just as at the end of a classical comedy, the toad joins the adult world / the world of grown-ups and becomes one of the protectors / defenders of the establishment. After having rescued / After rescuing / saving / he has saved / the Upside Down Kingdom, from an Upside Down destiny / future he [the toad] is accepted as a national hero. (1) Wearing uniform he is hailed / acclaimed / (3) saluted by all / (3) He wears uniform and all hail him / acclaim him (3) salute him: "Long Live the Toad!"
Danny Karavan's wonderful / marvellous drawings and the perfect format of the book / this book make it an asset for its readers / every reader.

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TOWARDS A COMPARATIVE STYLISTICS OF ENGLISH AND HEBREW

by *E.A. Levenston*
The Hebrew University of Jerusalem
(reprinted from "English Teachers' Journal", 15, April 1976)

A. Introduction

In this essay I would like to suggest some of the ways in which the preferred structures of discourse in formal expository prose in Hebrew and English, at the sentence level and above, may prove to differ. First, let me explain the two expressions in this statement of intention which seem to require comment: "preferred structures of discourse" for its obscurity, "may prove to differ" for its tentativeness.

The phrase "preferred structures of discourse" presupposes that data of the following kind will be revealed by detailed analysis of texts in the two languages:

1) In language X are found two structures/discourse features A and B, and in language Y two structures/discourse features C and D.
2) A and B are alike in cognitive meaning, C and D likewise. The criteria for choosing A rather than B, C rather than D, are "textual" in Halliday's sense of the term[1];
3) A and C are formal correspondents, as defined by Catford[2]; so are B and D;
4) If A and C, or B and D, are found to occur with equal frequency and under similar textual constraints in a body of texts of a similar kind in the two languages, then the preferred structures of a discourse for texts of this kind are similar. If, however, A and D prove to correspond — or B and C — then the preferred structures of discourses are different.

The phrase "many prove to differ" reflects the paucity of the hard evidence so far adduced. This is a preliminary report of work in progress, with evidence derived from two sources:

i) Many years' practical experience translating prose texts of all kinds, literary and non-literary, from Hebrew into English.

1 See M.A.K. Halliday, "Language Structure and Language Function", in *New Horizons in Linguistics*, ed. J. Lyons, London, Penguin Books, 1970, pp. 143–144.
2 See J.C. Catford, *A Linguistic Theory of Translation*, London, O.U.P., 1965, pp. 32–35.

ii) A detailed line-for-line comparison of source texts — Hebrew and English — with their translations — English and Hebrew.[3]

The ultimate goal of such a study must be a "comparative stylistics of English and Hebrew"; this goal is still a long way off, but some initial insights have emerged with sufficient clarity from the preliminary investigation as to require only statistical confirmation.

Before proceeding to the hypotheses and the examples, I should perhaps offer a little further explanation and justification of the research technique employed. After all, it could easily be claimed that an authentic "comparative stylistics" of Hebrew and English should be based on the independent study of original works in both English and Hebrew, without reference to translation. Perhaps the fact that the translator is constrained in his choice of structure in language A by the need to find an equivalent for language B *ipso facto* vitiates the evidence. Only after independent study of the two bodies of evidence, English prose and Hebrew prose, has been concluded should we proceed to the final stage of confrontation. I would agree with this procedure as one source of data. But I do not consider the insights revealed by translations to be invalid. Admittedly there will be any number of sentences where equivalent syntactic patterns occur in source and translation, and the question how far the translator has been influenced by the source in structuring the discourse become impossible to answer. However, the very occurrence of non-equivalence is the strongest evidence that the preferred structures may be different.

Let us consider the kind of data postulated above, adding point to the theoretical presentation given there by substituting "active sentences in Hebrew and English" for A and C, "passive sentences in English and Hebrew" for B and D. There are four possibilities which may be revealed by comparing a translation and its source — the direction of the translation is largely irrelevant:

i) English Active (A) — Hebrew Active (C)
ii) English Passive (B) — Hebrew Passive (D)
iii) English Active (A) — Hebrew Passive (D)
iv) English Passive (B) — Hebrew Active (C)

What is significant is the proportion of examples of (iii) and (iv) as compared with (i) and (ii), and above all the relative frequency of (iii) as compared with (iv). In the light of such data it should be clear whether there is any sense in such statements as "English prefers active sentences whereas Hebrew prefers passive sentences", or vice versa.

It should of course be apparent by now that there is not going to be *much* sense in statements beginning "English prefers" or "Hebrew prefers" if they are based on a severely restricted body of texts. In the first sentence of this paper I was careful to restrict the object of study to "formal expository prose." In formulating the procedure for collecting

3 The examples in this essay are taken mainly from R.H. Tawney, *Religion and the Rise of Capitalism*, Harcourt, Brace and Co., 1926, and its translation into Hebrew.

data I have specified "a body of texts of a similar kind." There is good reason for such modesty of purpose. Very little is known as yet about the distinguishing features of different varieties of English. The discipline of "general stylistics",[4] which takes as its field of study the whole range of varieties of a language such as English — written and spoken, literary and non-literary — has only recently begun to develop. *Investigating English Style*, the first attempt to lay the foundations for such a study, was published in 1970. In Hebrew even less progress has been made in this field.[5] Ideally, the whole project of attempting a comparative stylistics should wait a generation or so, until we have both a general stylistics of English and a general stylistics of Hebrew.

Nevertheless, it is difficult to resist the temptation to suggest the shape such a comparative stylistics, or part of it, may take. This is why I have even gone so far as to formulate the hypotheses as comparisons between "English" and "Hebrew". The reader must make the constant mental reservation: "...in the texts so far examined".

I shall discuss three hypotheses that in my judgement need only further data for complete verification. Then I shall suggest further hypotheses which, for one reason or another, remain dubious but certainly deserve further research. Finally I would like to suggest further lines of research and some more general implications of this kind of undertaking.

Hypothesis Number 1 — English prefers grammatical anaphora, Hebrew prefers lexical repetition

> "Dr. Figgis has described the *secularization of political theory* as the most momentous of the political changes which ushered in the modern world. *It* was not the less revolutionary because it was only gradually that its full consequences became apparent, so that...".
>
> ו.א ד"ר פיגיס תיאר את הנטייה להפוך תיאוריה מדינית לעיסוק חילוני כשינוי אינטלקטואלי בעל חשיבות גורלית בהיווצרות העולם המודרני. אין לראות את הנטייה לחילוניות כפחות מהפכנית משום שמשמעותה המלאה הסתברה בהדרגה, כך ש...

"It", subject of the second English sentence, must refer back to "the secularization of political theory." The syntactic possibility of reference back to "the modern world" is easily eliminated on semantic grounds. In Hebrew, due to the choice of a nominal structure — היווצרות — for the verb in the English relative clause, there would be greater possibility of misunderstanding if the second sentence began ...אין לראות אותה כפחות This may help to explain the translator's choice of repetition here.

4 This use of the term "stylistics" is expounded by David Crystal in his article "New Perspectives for Language Study 1: Stylistics", *English Language Teaching XXIV*/2, January 1970, pp. 99-106.

5 To the best of my knowledge there has been no theoretical discussion of the topic in Hebrew. Among the few articles devoted to specific registers one should mention Bar-Adon's study of the language of children (Leshonnenu la'am 174) and Altbaueu's study of the language of Israeli fishermen (Leshonnenu la'am 45/46.

Consider the next example, however.

2. ...*an attempt* is being made to restate the practical implications of the social ethics of the Christian faith, in a form sufficiently comprehensive to provide a standard by which to judge the collective actions and institutions of mankind, in the sphere both of international politics and of social organization. *It is* being made today.

2א. ...נעשה ניסיון להגדיר מחדש את המשמעויות המעשיות של המוסר החברתי של הדת הנוצרית, בצורה מספיק כוללת שתספק קנה מידה לפיו ניתן יהיה לשפוט את הפעילות הקיבוצית ואת המוסדות של המין האנושי הן בשטח המדיניות הבין־לאומית הן בשטח הארגון החברתי. ניסיון כזה נעשה כיום.

Here the antecedent of "it" is established not only on semantic grounds but by clear syntactic parallelism. Would not the same apply to a Hebrew second sentence הוא נעשה כיום? The fact seems to be that in Hebrew prose the greater the distance between the co-referents, the greater its likelihood of lexical repetition instead of anaphoric reference. Whether this distance should be measured by the number of intervening words or by the number of alternative intervening nominal groups that could serve as antecedent I am not sure. Notice incidentally that the absence of grammatical gender in English actually makes the number of alternative potential antecedents greater than in Hebrew.

It is not merely as a device for achieving cohesion between individual sentences that Hebrew prefers repetition. It also serves as an organizing principle for extended discourse. Consider the following passage with a four-fold repetition of anaphoric "it" in English, and a fourfold repetition in Hebrew. Notice also the use of "them" in the third sentence, translated by a repetition of עולם.

3. There are perhaps four main attitudes which religious opinion may adopt toward the world of social institutions and economic relations. It may stand on one side in ascetic aloofness. ...It may take them for granted. ...It may throw itself into an agitation for some particular reform. ...It may at once accept and criticize...

3א. ישנן אולי ארבע גישות שהדת יכולה לאמץ לעצמה בקשר לעולם המוסדות והיחסים הכלכליים. גישה אחת יכולה להיות בכיוון של התנשאות מחמירה. ...גישה אחרת יכולה להיות של ראיית עולם זה כמובן מאליו. ...גישה נוספת יכולה להיות תסיסה ורצון לערוך תיקונים ...גישה אחרונה יכולה להיות זו המקבלת ומעבירה ביקורת כאחד...

In all the examples quoted so far the preference in Hebrew for repetition has been a feature of *discourse*, finding expression in relations between sentences rather than within them. But lexical repetition also occurs more frequently within sentences in Hebrew than in English. In particular it seems to be used in verbless sentences as a means of stressing the co-reference between subject and complement:

5. The wolf is today what he was when he was hunted by Nimrod.

5א. הזאב היום הוא אותו זאב שניצוד בימי נמרוד.

Here Hebrew repetition has translated English anaphora. At sentence level, however, it may be more usual for English to have neither repetition nor anaphora:

6. The main problem is unemployment.

6א. הבעיה העיקרית היא בעית האבטלה.

As a final example I offer the following clause, culled from a Hebrew source, and leave it to the reader to puzzle out the most appropriate, or "preferred", English translation:

7. דרכי קליטת השיר הן דרכים אמוציונליות

Hypothesis Number 2 — English uses "litotes" more frequently than Hebrew

Many of the examples of this "preferred structure" could be described with greater grammatical precision by saying that in English nominal groups containing *more than one marker of negativity* are more frequent than in Hebrew:

8. ...and *not least significant* when thought and practice are at variance.

8א. וחשיבות רבה יש למחקר אותם מקרים בהם מחשבה ומעשה היו מנוגדים

9. *Not the least fundamental* of divisions among theories of society is...

9א. אחת המחלוקות היסודיות הקיימות בין תיאוריות חברתיות היא זו...

10. To invest the craft guilds with a halo of economic chivalry is *not less inappropriate.*

10א. יהיה זה לא נכון גם ליחס לגילדות המקצועיות הילה של אבירות כלכלית.

As the translations indicate, the two/three negatives in English serve to make one very decided positive/negative in Hebrew, and partly for this reason I have preferred to formulate the hypothesis with the help of a rhetorical, semantic rather than grammatical, term. Understatement as a form of emphasis is not a very common feature of Hebrew prose; in fact, there is no single Hebrew word for "understatement."

Another reason for preferring the rhetorical label is that the accumulation of negatives amounting to a positive is not always restricted to a single nominal group, but sometimes extends over more than one element of clause structure:

11. One who studies the development of social theory can hardly hope to avoid the criticism...

11א. אדם החוקר את התפתחות התיאוריה החברתית יכול לצפות לביקורת...

Finally, it should be pointed out that the term "marker of negativity" would in any case have to be interpreted frequently in semantic terms, as the absence of a semantic feature, rather than as an explicit grammatical item such as "not" or "least". "Avoid", in the last example is classified by Roget under "absence of pursuit". Similarly, in the next example, "trifle" is listed by Roget under "*un*importance":

12. What they include is *no trifle.*

12א. הן כוללות בתוכן דברים כבדי משמעות.

I am not suggesting that "double negatives" of this kind are impossible in Hebrew. Some of these structures in English are translated literally:

13. And the effect of changes in this environment is not less profound.

13א. השפעת שינויים בסביבה זו היא לא פחות עמוקה.

And there are a few stock expressions of this pattern in Hebrew, e.g. הצלחה לא מבוטלת (no small success), לא מן הנמנע (not unlikely). However, detailed textual analysis

along the lines suggested above clearly indicates that for English litotes is a "preferred structure". Of the four theoretical possibilities listed, only the first three occur. I found no examples at all of a "double negative" in Hebrew translated by a single positive in English.

Hypothesis Number 3 — Hebrew prefers the concrete, the specific and the literal; English has a greater tolerance for the abstract, the vague and the figurative

At first glance this probably looks like three hypotheses, not one, and all of them so general as to be almost meaningless if not indefensible. The difficulty here, however, is in formulating the hypothesis, not in defending it. As the examples will show, there are a number of stylistic differences — more or less covered by the adjectives suggested — which constantly recur in textual analysis. They could be sub-divided on purely syntactic grounds, and in presenting them I shall do just this. I have also chosen to group them together under the same hypothesis, however inadequately formulated, in order to stress the feeling I have that similar semantic considerations are at work in all the examples.

14. The fifteenth century saw an outburst of commercial activity...

14א. במאה החמש־עשרה אנו עדים להתפרצות פעילות מסחרית...

15. ...consumption held the same primacy in the public mind ... as the nineteenth century attached to profit.

15א. תפסה הצריכה מקום ראשון במחשבת הציבור דומה בחשיבותה לזו שייחסו במאה התשע־עשרה לרווחים.

16. Hence the sixteenth century sees a collision...

16א. מכאן שבמאה השש־עשרה רואים התנגשות...

In these examples the subject of an English clause specifies a period of time but the verb is one that usually has an animate subject. In terms of modern syntactical theory, a mild case of violation of selectional restraints; in terms of traditional rhetoric, either personification or a variety of metonymy ("the period" for "the people who lived in it"). The Hebrew version violates no restraints, uses no figures of speech.

A similar process is at work in the next example:

17. ...to discuss questions of economic organization purely in terms of pecuniary profit and loss still means an air of not quite reputable cynicism.

17א. כל מי שדן בבעיות של ארגון כלכלי רק במונחים של רווח והפסד כספי נחשב לציניקן בלתי מכובד.

Clearly a word-for-word translation is impossible for syntactic reasons — the Hebrew can hardly have an infinitive construction as subject of a transitive verb. The failure to preserve the source language metaphor in translation is probably a general characteristic of all prose translation, whatever languages are involved. What is interesting is the particular solution adopted. Not דיון נחשב לציניות but כל מי שדן נחשב לציניקן. As in the previous examples the preferred subject is animate, or human, rather than abstract.

The next three examples have a common feature. In each case English uses the

preposition "of" to express a relationship between two nouns; the precise nature of the relationship must be inferred from the overall context. In Hebrew it is made explicit by the addition of a relative clause containing a verb not found in the source. If the Hebrew translator had used סמיכות he could have preserved the vagueness of the original, but he chose not to.

18. ...the failure of the work of the Westminster Assembly.

18א. הכשלון שנחלה ועידת וסטמינסטר בעבודתה.

19. ...the pain and agitation of the Industrial Revolution.

19. הכאב והתסיסה שהתלוו למהפכה התעשייתית.

20. ...the emphasis of the theorist on certain aspects.

20א. הדגש ששם התיאורטיקן על צדדים מסויימים.

One way of combining these stylistic differences in a single hypothesis might be to say that in Hebrew one avoids structures which require considerable semantic interpretation; English prose writers demand more of their readers.

Some further hypotheses worth investigation are the following:

4) Hebrew uses passive structures less than English.
5) Hebrew coordinates synonyms more frequently than English.
6) Hebrew has less "periodic" sentences than English.
7) Hebrew has more parataxis than English.

In Conclusion

In formulating the object of investigation I chose the term "structures of discourse", in an attempt to include both features which require more than one sentence for definition and features which can be described at the rank of sentence. Of the seven hypotheses proposed only one, the first, is a discourse feature in the wider sense. All the others are aspects of sentence structure, or can be defined at even lower ranks of grammatical description. But I would hesitate to draw any far-reaching conclusions from this disproportion. It may simply reflect the current rudimentary state of discourse analysis as a branch of linguistic description, as compared with the range and sophistication of sentence-level linguistics.

I would also like to suggest an alternative technique for research into the kind of hypotheses here discussed. A sentence or stretch of discourse in Language A could be given to a number of translators for translation into language B. All should be native speakers of language B, aware of the standards required in written texts. They would *not* be informed what particular structures or features in the text for translation were of interest to the investigator and had led to its selection. Where a large majority of translations favoured a version which verified one of the hypotheses, this would be positive confirmation of its validity. And even where the rate was split, the revisions which failed to confirm the hypothesis might prove to be less adequate translations.

Which brings me to my final comment on comparative stylistics as a field for

investigation. Like many, if not all, branches of applied linguistics, its importance is twofold. It can contribute to theoretical linguistics by providing a systematic approach to questions of language universals — and language specifics. It is also very practical; it can help improve the quality of translation. It may even have implications for language teaching at the advanced level, especially reading comprehension. A Hebrew speaker, for example, who fails to follow the drift of an extended passage of English prose may be more baffled by the "excess" — to him — of anaphora than by any specific lexical difficulties. This too is a hypothesis worth investigating.

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A SUGGESTED BIBLIOGRAPHY FOR TEACHERS

compiled by *Tzilla Kratter*

according to suggestions from Miriam Schlesinger (Bar-Ilan University and Bet-Berl College) and Professor E.A. Levenston (Hebrew University)

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THINKING TRANSLATIONLY[1]: THE FIRST DAY

by *David Grossman*
Michlalah—Jerusalem College for Women

The first Translation class sets the tone for the rest of the year. It is a major factor in determining the creativity, liveliness, and interest of future classes.

In order to create a positive tone from the outset, an effective teacher should stress the joyful aspects of translation. At the same time, he/she should minimize an incorrect feeling prevailing among some non-translators — that the supposed drudgery of translating is onerous and boring.

Of course, the basic methods employed in teaching translation are similar to those in many other disciplines. A teacher in any subject should apply his/her personal style in order to develop classroom rapport, while establishing the pedagogic and disciplinary atmosphere. However, each discipline, including translation, has unique methods which work well.

This should not be a problem, were it not for the fact that the subject "Translation Skills" is taught by English teachers. English teachers learned to teach English. Since some of the skills involved in teaching Translation differ from those involved in teaching TESOL, EFL, CALL or CAI, some skilled English teachers may feel that they are no longer on familiar territory when asked to teach Translation. How, they may ask, can bright, inquisitive students be encouraged to think translationly? What can we teachers offer those students who may already have extensive previous experience in translating?

These are serious questions. The second question becomes critical when the teacher discovers that his/her supposedly homogeneous class is blessed with a mixture of experienced translators as well as other students with great potential, but no experience. Therefore, from the outset, the teacher must feel secure in the knowledge that he/she is teaching *new* material which reduces competition, while placing all students, irrelevant of their diverse backgrounds, on an *equal* level.

1 A sniglet (see bibliography) is a word which is not in the language, but should have been. This is one of them. We will use it freely in this article. See also *Lost Beauties of the English Language* for more examples.

This resulting security is not necessarily related to the teacher's competence or knowledge. To the contrary, some better students may feel threatened by a brilliant teacher who has all the answers.

This is the time for the teacher to allow the students to shine — and to help each student find a place in a united, cohesive group. One of the best ways to encourage students is to allow them to demonstrate their own knowledge. This ability of each student to present equal knowledge in an area of translation at this initial stage will be the link which unites the entire class. This common link will in turn be the basis for working together to find the *means* to explain why a particular passage is translated well or poorly. It will create an atmosphere in which all students in the class will feel comfortable and secure with a study of the theoretical background of translation.

Security — both for the students and the teacher — is thus the primary issue to be resolved. This feeling must be fostered quickly — *before* the class deteriorates into pathetic and insecure "it just sounds right, so it's probably better" discussions.

We can begin to establish this feeling of security by asking ourselves three questions about our plans for the first class:

1. How can we teachers begin the first class with a feeling of personal security?
2. How can students be guided into thinking translationly from the first class?
3. How can students begin to analyze translations before they have a background in the basic theoretical principles?

Let us resolve these questions by analyzing and evaluating four typical case studies from imaginary first classes.

Case Study 1

Teacher A asks students to work together on a catchy, enjoyable passage. The teacher breathlessly writes the excited flow of suggestions on the board, and the class forms a joint conclusion about an acceptable translation. The class then compares selected acceptable words or phrases with others which were rejected.

Analysis: While this method shows obvious merit, it may overwhelm some students on the first day. They need to be reassured about their own abilities, and we should make them feel comfortable about translating.

Furthermore, this method may create artificial, and sometimes incorrect, barriers between some members in the class. They could create distinctions between students who have previous translation experience, and others who would have had equal potential for thinking translationly, if given the proper didactic guidance.

In addition, it could lose some students who do not yet have the necessary theoretical and linguistic background to participate in the ensuing discussion. They may not yet be able to formulate reasons for selecting particular words or phrases. A student who feels left out of the initial discussion may harbor lasting insecurity or resentment in future classes as well.

True, the class *may* be homogeneous, and there may be no exceptional students with a

potential for being lost. There *may* be a unified range of skills in the class. Case Study 1 *might* work without ultimately harming the class cohesiveness.

But how is the teacher to know this on the first day?

Case Study 2

Teacher B divides the class into groups, in order to avoid the potentially divisive situation faced by Teacher A. Each group translates the identical brief text, and a representative of each group reports to the class.

Reporting could take one of several forms. Teacher B may ask a representative of each group to write the translation on the board. If the board is too small (and is it ever large enough for a translation class?) he/she might limit the report to one or two illustrative sentences. The selections would illustrate one or more points which the teacher wants to elicit — frequently relating to common faults, such as level or register.

Analysis: This method is somewhat less threatening than the first. However, students cannot yet analyze documents from a theoretical standpoint. Why introduce guesswork?

The ultimate value of this method is questionable at this stage.

Case Study 3

Teacher C presents a translated passage with interesting problems, and guides the class in an analysis of specific points and a discussion of possible improvements.

Analysis: An improvement, but again, some students may not have the necessary linguistic background to analyze the problem — even with the teacher's help. The class will probably be dominated by a few students, while other students who did find a problem might not be able to explain its effectively.

These three options should seem familiar to experienced translation teachers. They are sound methods for a later stage in the studies.

A successful alternative must effectively respond to our criticisms of the first three methods. It must have the following goals:

a. To ease students into an *equal* level, while introducing our instruction of the requisite background in translation theory.
b. To lay the groundwork necessary in order to avoid vague discussions about translations "sounding" right.
c. To develop the students' security.

The first and third goals are closely interrelated, and return us to our original issue of security. Security must clearly take precedence over actual translation instruction and practice at this stage — and the standard methods of teaching Translation are just not capable of fostering it. We must give students an exercise in a *new* area in which they all face the class as *equals*.

Case Study 4

What does your name mean?

Most students know the meaning of their own names. Many of them can translate it, and they are frequently proud of the historical, religious, personal, or cultural heritage which the name represents.

Students are often familiar with the Biblical or familial source of their first (given) names. Some may attempt to identify with the name, while others may feel that it is not relevant to them. The moniker may anguish other students because they are teased about it — in which case they may use a nickname. Others may use their name to show a desirable trait. Thus, Yerachmiel may ask to be called Rocky — thereby intentionally changing the meaning and intent of the original.

Some amateur class psychologists may attempt to show ways in which a classmate's name reflects the owner's personality, while others may present a behavioral connection among various acquaintances who share the same name.

Still others will readily reveal that they were named after deceased or living relatives (usually resulting from familial Ashkenazi or Sepharadi tradition). They may explain how their names were Hebraized in interesting ways — by maintaining either (a) the meaning (and the resulting discussion will form the basis for a future introduction to *translation*) or (b) a sound which is similar to the original (and the resulting discussion will lead to the discussion of *transliteration*).

Still others will demonstrate (c) the relationship of their name to a particular religious, military, historical, or social event (this will lead to a discussion of *interpretation*, and provide a link with translation and transliteration). Aviva may have been born in springtime. Menachem, Nachman, Nechama, or Tikva may have been born during the Lebanon war. Future translation classes may include a Shai or two.

This class effort, in which all students were able to take part, has thus already touched on the major distinctions to be studied in the translation class.

The second part of the lesson will deal with second names (surnames).

Last names may reflect a person's livelihood, physical appearance, political affiliation or aspiration, status in society, and more. Some names may have been Hebraized, shortened, or modified. In many cases, the change may have been precipitated by negative connotations. The Translation teacher can expect to hear a fascinating story behind nearly every change.

For example, although some Cohens cannot be traced to a traditional priestly lineage, most are assumed to be descendants of Aaron, and they have reason to be rightfully proud of their names. The Russian phonetic system may change the name to Kagan or Kaplan. Descendants of Cohanim are Kaganoffs, while descendants of Aaron (the same people, right?) are Agranats. A righteous Kohen Tzedek would be given the acronym Katz, and their traditional blessing (duchening) would be the basis for the variations of the name Duchan. Since Kohanim stand with outstretched hands while duchening, some are called Adler (an eagle in German). The pronunciation may change to Kahan

or Kahn. In German, a Kahn is a ship. We therefore find many Kohanim named Schiff.[2]

If time permits, or if the class is small enough, the teacher might ask students where their parents came from. The name of the city will often have meaning or significance which relates to last names of various acquaintances.

At home, the students could then ask relatives or close friends about the derivation and significance of their names, and could report to a subsequent class.

Students' names are frequently based on real words. They present a daily, fascinating clash of languages in which all members of the class have some direct contact. That first class will be a success if students associate all of the Goldsteins, Avnis, Hararis, Zahavis, and other permutations of the name.

By means of this introduction, students will view translation as a engrossing experience, intimately related to the world surrounding them — and thus to the body of knowledge in which they feel secure. They will maintain this security as they move together into the whys and hows of translation. All members of the class, as well as the teacher, will feel that they are on an equal level and status in this assignment. The teacher's involvement in the students' fascinating personal background will create a strong bond from the first day. Students and teachers will have joined in thinking together, translationly.

Note: Our next article will focus on an equally effective method for handling these goals for the first class: The teaching of Translation by using *funny* examples from bad translations we find all around us. This method helps students become aware of the mutual relationship of words, language, linguistics, meaning, and concepts in two languages at the same time. We welcome your contributions. If we use your example, you will see your name and the name of your school in print! Send photocopies, photographs, or typed copies of your favorite bad translations to: David Grossman, Box 6925, Jerusalem.

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E.T.A.I.
ENGLISH TEACHERS'
ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

by *Ephraim Weintroub*
National Chairperson

The post of chairman of the English Teachers' Association is both an exciting and demanding one. It places serious demands on the office-holder as standards and expectations have been set. It is not an honorary position but one which has to be earned and demands energy and investment. On the other hand, being at the nerve centre of such a dynamic organization as ETAI is extremely exciting and at times intoxicating. The awareness of the contribution the association has been able to make to the profession has been both gratifying and stimulating. It seems appropriate at this period, the tail-end of my chairmanship, to survey the state and direction of the association.

Branches: In the earlier years, ETAI largely depended on the functioning of successful branches for its strength. As the importance and size of the three seasonal conferences have grown, so the branches have weakened. Some areas have depended on stalwarts over a long period and when these people have shown signs of "fatigue", colleagues have not been forthcoming to replace them. The result has been that several branches have ceased functioning (Afula, Kiryat Ono).

In other areas, such as Petah Tikva and Jerusalem, the tradition of "changing of the guard" has been well established; it is to be hoped that these will continue to function as well as in the past. The work done by Salah Mahajna in the Triangle seen in this perspective is worthy of admiration and praise.

We have not really been able to establish a solid basis of membership in certain of the main areas (Tel Aviv, Beersheva). The introduction of regional conferences in the near future may aid the association to consolidate membership there. We also hope to activate branches by enabling local teachers to meet visiting lecturers ("Teachers Meet the Stars").

Conferences: The Summer Conference convened by Brenda Liptz and Liora Minkin was an immense success. The hard work prior to the event behind the scenes led to a smoothly-run, exciting conference. We were lucky to have Marian Geddes for a fourth visit. Her focus this time was on reading and the use of video. There was a widespread use of workshops, many of them by textbook writers. The recent growth in the number of in-the-field teachers writing textbooks has left its mark on our conferences. What is to be avoided however are straight "plugs" where the presenters exploit the captive audience to sell their books.

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Zilla Kratter undertook the resurrection of the Computer Special Interest Group (SIG) and ran a very successful SIG/mini-conference attended by close on a hundred participants. We look forward to seeing further initiatives in other SIG areas.

The second annual conference dinner, which was very well attended, promises to become a permanent fixture of future summer conferences.

This conference, attended by 800 teachers, was the biggest of local national conferences, this despite the fact that it was held well into the third week of the summer holidays.

The **Oranim Summer Advanced Course** for Teacher Training organized by the team of Kari Smith, Judy Steiner, Penny Ur and Lily Belleli was attended by 23 enthusiastic teachers who found the five-day intensive seminar "simply superb". This seminar, directed at experienced teachers, provided both extensive and in-depth study within a concentrated focused period of time. Led by an outstanding and dedicated team, it was a resounding success.

Five issues of the **ETAI Newsletter** have already made this publication an integral part of the ETAI scene, and we would like to extend our appreciation to Susan Holzman and Ruth Baratz for their dedication and initiative.

Several hundred **immigrant teachers** have recently entered the educational system. ETAI undertook to establish a framework which would facilitate their integration into the system. Our efforts and intentions have not been as successful as we would have desired and it seems that we will have to reevaluate ideas and approaches. It is also clear that the immigrant teachers themselves have to be more ready and more forthcoming than at present, both to join in such activities and to cooperate with our endeavors. This year will be even more crucial as even more new teachers will be entering the classroom. We need volunteers and suggestions.

Another area of major activity is that of **primary school teachers.** Several meetings were held at which Brenda Liptz discussed ways of reaching out to this population. Nick Owens from Pilgrims (U.K.) was invited to work with primary school teachers in May and did report interesting sessions in a number of centres.

A new area which may be investigated will be that of contact with **teacher training graduates.** A committee led by Nava Horowitz will be dealing with this and discussing ways of setting up a framework to ensure constant and on-going links between the graduates and ETAI.

In looking forward to the new school year, much of ETAI activity will be dictated by rising costs and overheads and especially Summer Conference expenses. The recent conference itself was far more expensive than ever before (11,000 shekels) and will demand a reevaluation of our financial structure and activities. This has been done by Stephen Schulman, National Treasurer, who will be reporting to the National Executive in the next few months.

No report is complete without words of appreciation for the fine and tireless work of the National Executive Committee and the dedication of Judy Ernstoff, ETAI Office Director. They are the backstage heroes of ETAI.

My best wishes for a year of fulfillment, activities, and satisfaction both in the classroom and in ETAI.

E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL
אגודת המורים לאנגלית בישראל

10TH ETAI NATIONAL SUMMER CONFERENCE

Monday–Tuesday, July 15–16, 1991
Hebrew University, Jerusalem, Mt. Scopus

"OPENING NEW DOORS — DARING TO INNOVATE!"

New doors were opened this past year to many immigrant pupils and teachers and we look forward to many more next year. To help us help them, we chose this issue as one of the key topics at this conference.

Several guests from overseas shared their expertise with us. They included Harry Chasty of the Dyslexia Institute in U.K.; Phil Clymer of the BBC, London; Marian Geddes, eminent teacher-trainer from U.K.; Neta Lavie, Collins; John Turek, USIS English Teaching Officer in Paris; and Dave Willis, Collins Publishers.

We thank the Ministry of Education, the School of Education of the Hebrew University, the British Council, the United States Information Service, and Mr. Lewis Harris for their generosity, assistance, and support.

Brenda Liptz and Liora Minkin,
1991 Summer Conference Convenors

Plenary Speaker	Dr. Ora Zohar Hebrew University	"Doors Not Taken: Consequences of Missed Opportunities"
Plenary Speaker	Prof. Elite Olshtain Tel Aviv University	"Opening New and Old Doors: Consciousness-Raising"

Ada Fuchs	Get Your Pupils to Enjoy English: A Demonstration of the First Few Lessons. Challenging your pupils to work independently with the aid of cassettes, games and creative writing.
Avril Rose	From "Letters and Words" to "Learning to Read" — Pedagogic Rationale of a Teaching Method for 1st and 2nd Year of English. Presentation of research in the field of teaching reading of EFL in Israel, followed by discussion.
Miri Yochanna	"Hooray for English" — An American Book in the Israeli Classroom. Review of use of this book, its advantages, and incorporation in the Israeli classroom, with model lesson.

Meryl Jaffe	For Reading Out Loud — Introduction to Literature-Based Instruction. A new method of teaching English (and reading) incorporating high quality, high interest literature to increase literacy and reading skill with focus on research, rationale, and technique.
Marilyn Rose	The Process to a Well-Disciplined Class. An achieveable process requiring time, a well-organized system, determination, and a good sense of humor.
Elfie Arditi	Geshernet — International Telecommunication in the English Classroom. Short introduction to telecommunication, followed by past projects survey and demonstration of this year's project "War in the Gulf".
Sheila Been	There's More to Reading Than Meets the Eye! a) Demo. and discussion of role of "the eyes" in reading. b) Discussion of implication and principles drawn from above. c) Application of principles in new publication "Opening Lines — Focus on Reading Skills".
Arleen Eidelman, Aviva Pinchuk	Family Album: Reader for 9th Grade — with a difference, offering glimpses of Jewish experiences in different places and times, facilitating transition to skills needed at HS level.
Tzvia Epstein	Hand-On Running-In for Poetry — Ideas to enthuse 9th, 10th, and 11th grades.
Janette Segal	Topstream English — Successful Techniques in Teaching Dovrei Anglit. Successful techniques for motivating the able student of English.
Sheila Schoenberg	The Teaching of Literature and the Technological State of Mind. Discussion of options, text, ways of tuning in.
Carol Goldfus, Pnina Rosenbluth	Writing for the Upper Division. Moving from oral production to written composition.
Michael Toben	Gerunds, Infinitives, and All That. Analysis and presentation of verbal structures in terms that HS teachers can use in the classroom.
Yael Bejarano	Teaching Reading Comprehension in Small Groups.
Harry Chasty	Learning and Literacy in Dyslexia.
Phil Clymer, BBC Guest Speaker	Breaking the Code: Real Speech and the Learner. Dealing with discourse of native speakers in language acquisition and suggestions of practical ways for classroom teachers to help students overcome their fears.
Drs. Marion & Zvi Dank	Project Success: An ESL Intervention Program. Philosophy, teaching strategies employed in this project for disadvantaged

	youth, with video presentation of actual classroom participation from pilot project in Jaffa.
Helen Doron	First We Learn to Speak, Then To Read and Write. Helen Doron Method teaches through music and language immersion, featuring "English for all Children" up to Grade 5 and "Singlish 1 & 2" for Grades 5–8.
Judy Steiner	A Different Approach for Evaluating Written Work.
Marian Geddes Guest Speaker	Media Studies with Video. Explanation of media studies and suggestions for media studies classroom activities that also generate useful language practice.
Sandy Aron	You Wouldn't Believe What You Could Do with a Song.
Shelly Ganiel	Time for English: Activity Booklets for Beginners in English. Series of workbooks promoting easy learning with such activities as coloring, glueing, games; for use in group work, individual help, special education, workshops.
Marcelle Dray Evan Fallenberg	"Tune in to English" — A Coursebook for 7th Grade. Integrated coursebook, with each unit developed around a song, with presentation of rationale and methodology, stressing classroom application.
Shoshana Postol	"We are the World" — 9th Grade.
Elana Milstein	"Let's Connect" — An Integrated Approach to Language Teaching. How the book is organized and how grammar and vocabulary are presented and practised in texts.
Varda Askayo	Improving Reading Comprehension by Teaching Rhetorical Organization of a Text.
Nancy Raz	Getting Into Things: A new coursebook for Grade 9. Methods and applications to achieve goals for 9th grade. The book is both "teacher-friendly" and "student-motivating".
Veronika Kardosh	Introducing the Dictionary. Hints for first few lessons in 10th or 11th grade. Mainly for use of English-English dictionaries, but also applicable to bi-lingual.
Alan Lipsey	"The Bagrut Workbooks." Covers all written exercises in the 4- and 5-point written Bagrut exam. To be used as reference & practice material in conjunction with texts.
Elaine Hoter Aliza Yahav	English for Immigrants. Rationale and suggestions on how English teachers can help new immigrants become absorbed and an integral part of Israeli society.
Aharon Goldfarb	How to Win Friends and Influence Students. Explanation and demonstration of several principles of proper use of applied psychology techniques to make teaching more efficient and enjoyable.

Ruth Baratz	Talking. "Doing" dialogues instead of "talking" about doing them.
Brenda West	Creativity and Enrichment in the Classroom. Activities to motivate and activate pupils. Will also include material from "Start Right" and "Just Right."
Nancy Milgrim	Writing Poetry. Using simple poetic techniques to write meaningful, satisfying poems increases and enriches vocabulary and enhances students' confidence to express themselves in English.
Judy Dobkins	Reading for Pleasure. From intensive to extensive reading, using techniques that motivate.
Evan Fallenberg	Debate in the English Classroom. Improving oral expression, listening comprehension, vocabulary, research skills through exciting topical debates.
Veronika Kardosh	Teaching the Gifted: An Exchange of Ideas and Materials. A practical (not theoretical) exchange of information.
Tzilla Kratter Julie Stroli	Exploring Ways of Using a Word-Processor in the English Class.
Elana Neumark	Teaching New Immigrant Children. The problems of meeting their different needs and suggested ways of dealing with them.
Rachel Saperstein	Teaching ABC to "False Starters". This book is geared to the teenage "false starter" who has gone through the system but never "got it." Discussion on how this book can be used for new immigrant students as well as natives.
Ronald Green	Teaching 10th Grade — Based on the new coursebook, "Viewpoint".
Susan Holzman	New Aspects of Vocabulary — Ideas on the "how's" and "why's" of vocabulary teaching, with time for discussion.
Jeff Gordon	"Flights of Fancy," A Drama Workshop in English. Introduction of varied use of drama techniques in teaching English, such as role-play, improvisations, theater games, drama-therapy methods, movement, voice work, etc.
Dave Willis Guest Speaker	Grammar Practice in the Classroom.
Lynn Gamady Margaret Porat	Caring is Sharing — But How Can You Share With 30 Pupils in the Class? Teaching children to think for themselves and to express their opinions without fear through the use of written and oral dialogue journals log books (thoughts written down).
Dvora Ben Meir	Using the Video Vividly — Simple techniques using the video and films to stimulate and generate language.

Lindsey Peer	Bilingualism and Dyslexia, A Practical Teaching Approach.
Marian Geddes Guest Speaker	101 Ways to Use Reading Texts. A look at ways in which reading texts can be used to practise not only reading skills but also for speaking, writing, vocabulary and project work.
John Turek Guest Speaker	Reading and Listening Comprehension.
Lillian Englander	a) Introducing Revised "Let's Read and Write," an ABC Workbook. b) Introducing Spelling Workbooks for Grades 5 and 6.
Elene Segal	Grammar for Starters. Introduction of new book and how to use it and integrate the material for 5th Grade.
Judy Yaron	"Window to the World" — New coursebook for 6th Grade. Addresses interests of 6th grade pupils while taking into account need for simplified English. Each chapter focuses on historical story, with full-colored illustrations.
Yona Kates	Integrating an English Workshop into the English Language Teaching Program. With seven years of experience, this program is based on the principle of individualized instruction. Can be adapted to all sized classes.

Reception sponsored by the British Council.
ETAI Gala Conference Buffet Banquet.

PARALLEL PANEL DISCUSSIONS:

Panel 1: Immigrant Pupils: Different Background. Different Problems — Strategies for Bridging the Gaps.

Panel 2: Opening Doors on Different Learning Styles: How to Tap into Students' Interests.

Meryl Jaffe	For Reading Out Loud: The Sequel. Exercising and reinforcing techniques introduced in Monday's lecture on literature-based whole language approach to reading and English language instruction.
Miriam Schcolnik Tamar Feuerstein	Using the Junior Files: Keeping the Learner in Mind. Rationale for learning activities in the Junior Files Series (Files 1, 2 & 3). Preparation of lesson plan.
Dvora Ben Meir	Calling All Grade Seven Teachers: Signal C.Q. — A Multi-Media Series. Introduction of book's special features: structured pair work, jigsaw reading, video activities. Screening of telecast "Calling All Stations".

Rachel Flink	Flexibility and Adaptability. A teaching approach responsive to pupils' individual needs results in pupils' success within the classroom.
Shaunie Shammas	"You Say Potato, I Hear Bodado" — Speech Perception in the Second Language Classroom. Cross-cultural categorization of speech sound, acceptability and applications.
Naomi Ballas	Listening Activities as a Focus for Teaching.
Marianne Newman	Discipline — Mission Possible. Using the lesson plan as a means for classroom management.
Nancy Milgrim	Reading Good Poetry/Writing Good Poetry. Integrating reading of good/great poetry with writing of original poetry.
Ronald Green	Teaching Heterogeneous 3 and 4 point Bagrut. Based on one year's experience with "Green Lights to English."
Neta Lavie	In Contact — for Olim Students.
Isabel Berman	Developing a Learner-Friendly Lesson PLan. Focus on schema, cognitive strategies, and metacognitive awareness.
Sheila Schoenberg	The Tutorial System in Teacher Training.
Drs. Marion & Zvi Dank	An English Immersion Summer Program. A glimpse at the "English Alive" summer program — brief overview and its objectives, followed by visit to Beit Hillel where program is in operation.
Ellen Gordon	Of Creativity, Fun, and Challenge. Follow-up activities for literature, grammar, reading enrichment; dramatization and other techniques for oral expression; writing projects.
Penny Ur	Teaching Heterogeneous Classes. Definitions, problems, advantages, guidelines for designing classroom procedures, and practical examples.
Adina Achron	Stresses and Reactions Facing New Immigrant Pupils on Joining Israeli Classrooms.
Rahamim Yitschak	Understanding Ethiopian Newcomers. The anthropological, psychological, and sociological background to Ethiopian immigrant pupils, with a view to understanding their needs.
John Turek	Humanistic Approaches to Education.
Elana Rechtman	"Readiness" for English. Importance of pre-reading activities, listening, communicative English, and creative activities for Grade 4.
Rivka Bar-Hama Gaby Shoshani	"Straight to the Point" for 9th and 10th Grades.

Geoff Toister	Role-Playing Without the Book: From Principles to Practice. Demonstration of basic techniques together with theoretical rationale.
Ilan Wagner	Presentation of book "Thinking It Over." Discussion of book's intent and nature, and step by step look at typical chapter.
Devorah Beth	Have Fun With Integrating the Skills — in an entertaining and meaningful way.
Renee Wahl Zippa Schondorf	Tools/Strategies for Reading. The difference between teaching and testing reading comprehension. The newly published book "Better Reading" will serve as a reference.
Julia Garb	"Nightmare on Tree Street" for 5th grade with discussion following on programs for 4th and 6th grades.

PLENARY SESSION II:
Plenary 1: Raphael Gefen — "Error Correction — Why Bother? Will It Do Any Good?"
Plenary 2: Malcolm Johnson — "Pair and Peer Assessment."

Hedva Vital	Beginners — What Else Can We Do With Them? The material presented includes a communicative free means of oral expression, an interesting story line, and grammar needed in Grades 4 and 5.
Helen Doron	English TV with Hanoch Rosenne. New musical comedy on video with workbooks teaching reading and writing in a global phonetic manner.
Hazel Camron	New Materials for Weak Tet Classes. New book coming out similar to previous books "New Ways to English" and "On the Way to English."
Marcia Frank and team	Textware — including Textword, Textsummary, Textopinion, and Textprediction — a series of computer programs designed to improve reading comprehension skills.
Penny Starr Jeff Gordon	"A Sideways Glance" — A Drama Workshop in English. Use of drama in teaching of English.
Lieske Bloom	Self-Evaluation for Adult Students. Encouraging students to take greater responsibility for their own learning.
Shlomit Ilan	Overcoming Typical Reading Difficulties, with a live demonstration of children (some dyslectic) reading.
Shoshana Postol	"Telem Street Gang" — Revised 7th Grade Book.

Gusta Nagel	Integrating Language and Bagrut Literature Study: To develop a fuller awareness of language, with the students as decision-makers.
Tzilla Kratter Jean Vermel Miriam Scholnik	Computer Special Interest Group (SIG). A special session of approved computer software.

ETAI WORKSHOP: INTENSIVE AND EXTENSIVE READING — TECHNIQUES FOR MOTIVATION, presented by *Judy Dobkins* Today, reading, as a recreational activity, has to take a back seat when competing with television, the video or computer games. As a result, teachers need to choose reading material carefully and to make sure that the follow-up activities are enjoyable, as well as beneficial.

The workshop was divided into two main sections:

a) What is needed for a successful lesson and the differences between intensive and extensive reading;
b) Reading comprehension activities — do we exploit the passage or is this reading for pleasure?

The main message of the workshop was that the teacher MUST know the material, be able to choose the correct linguistic level and make sure that the content is sufficiently interesting.

Activities presented at this workshop were based on a new series of graded readers originally designed for the junior high pupil. However, these short stories are also suitable for slow learners and new immigrants in the high school. "Simon the Surfer", "Fire Hero" and "A Night for Smuggling" each contain four short stories, comprehension exercises and a list of vocabulary that has been checked against the 1988 Ministry of Education's English Curriculum Lexicon.

ETAI WORKSHOP: TEENS IN TOWN — An ABC Book for Teenagers, presented by *Rachel Saperstein*

Students who have reached Junior High and High School without even the rudiments of English can be found throughout our school system. Some sit passively, others are disruptive. All are angry and frustrated. The problem of these students has never been adequately addressed.

At this lecture/workshop we examined the difficulties and rewards of teaching these students. I detailed my experiences of teaching a 10th grade class, using the first draft of TEENS IN TOWN, and how the manuscript was modified by my students.

We also explored how TEENS IN TOWN could be used for teaching immigrant students who have had no prior exposure to English.

ETAI Conference Panel on Immigrant Pupils: PUPILS FROM ETHIOPIA, presented by *Naomi Kubitsky*, Bet Yanai

My knowledge of pupils from Ethiopia is as expert as that of foreign newsmen who visit Israel and write us up. So I asked some olim to say something about their learning experiences. They said:

They're too shy to answer in class, even if they know the answers. They think the veteran Israeli pupils understand the material better because they are used to it. An oleh from Ethiopia might answer only part of a question, even though he knows everything, because of his inexperience and lack of confidence and language.

They'll do whatever is asked of them. They'll be the ones cleaning up the classroom even though veteran Israeli pupils are shirking. They can't say "No" to teachers.

If they don't know how to solve problems in homework, they'll try again and again. They get upset if they don't have the solutions.

Their parents don't ask how school is and don't give advice. Pupils ask their friends what to study and what to do in school situations. They are highly motivated to learn everything. Parents don't have to push them. One young man suggested that teachers invite their pupils from Ethiopia into their own homes, so that the pupils can learn how to live like veteran Israelis.

Parents don't offer money for school supplies and aren't asked, even if they do have money. (They often don't.) This has caused many problems at school with pupils being caught between their home customs and school's demands.

It's a great disgrace to copy in tests. I was very happy to hear this because this is what I was taught in the States and what I taught my sabra children. The common Israeli "a good friend helps others during tests" bothers me very much. Why bother to give/take individual tests? Give the class group work instead!

The immigrants from Ethiopia aren't yet into reading whole books for pleasure. They're used to oral story-telling and rich spoken language. Most of them have better aural memories than sight memories.

If a teacher tells a pupil, "You don't know," he'll feel very insulted. And if the teacher insults a pupil (and this has happened), the pupil "gets a very hard pain in his belly and can't eat." If I get the wrong answer in class, I'll say, "Maybe" if there is the slightest maybe in it, and then say, "Let's see what Worku has to say about this." NEVER, "Wrong" or "No."

A house-mother of Ethiopian immigrants in a boarding school yells at them, just as she yells at veteran Israeli pupils, who usually like her. The pupils from Ethiopia don't do what she tells them because of the yelling.

One very successful young man from Ethiopia told me this: He finished 12 years of school in Ethiopia and 2 here. He learned more in those 2 years here then in the 12 in Ethiopia because here he was taught to think. (I'm adding that here he was an older, wiser pupil with a great need to learn a profession, which certainly helped him learn more.) He said that in Ethiopia there was a shortage of books, so the teachers would dictate notebooks full of information to the pupils. The pupils would learn everything by heart. Tests would be with the exact wording from the notebooks,

or from the book if there was one, and that's what the pupils would learn. Here, pupils are expected to think and not learn by rote. A test is usually not word-for-word from the text. This upsets the immigrant pupils also. My young friend, the successful immigrant from Ethiopia, suggests that teachers teach how to think, how to solve problems similar to those in the book/notebook, how to do new problems, before testing the immigrant pupils. Teachers, PLEASE NOTE!

I keep telling my pupils that every aliya made a contribution to Israel and that the contribution of immigrants from Ethiopia is beautiful manners, a good work ethic and no copying on tests! I hope we veteran Israelis copy this from them!

ETAI WORKSHOP: "Be Wise — Memorize", presented by *Asher Harris*

In response to many requests, my workshop at the ETAI Summer Conference of 1988 was repeated in the form of a short talk. The title was once again "Be Wise — Memorize" and the talk centred round the three questions: "Why (memorize)?", "What (memorize)?" and "How (memorize)?" Answers were suggested to each question and audience participation was invited and received. It was agreed, on the basis of the participants' own experience, that passages thoroughly learnt by heart when young were retained in a person's long-term memory. This could be used to help language-learners. In answer to the second question, the method could be applied to learning Grammar, Vocabulary, Spelling and Literature (poetry, quotations, key sentences), and a number of examples were offered. Finally, I suggested various ways of assisting youngsters to learn by heart, concluding with the (apparently well-known) "Asher Harris method", of writing the passage to be memorized on the blackboard, and having the class repeat it while the teacher erases more and more words until the blackboard is quite clean.

ETAI WORKSHOP: "My Friend the Monster", presented by *Leslie Cohen,* Ein Hashofet

At the Spring 1991 ETAI conference in Haifa, I presented a paper on the "Monster" series by Ellen Blance and Ann Cook, published by Longmans. This series has become the basis for a fifth grade supplementary teaching program that I have developed over the past five years, and used to accompany the textbook and TV program for Grade 5.

The "Monster" series is excellent for teaching fifth grade English for a number of reasons:

1. It is appealing to children.
2. The series is high-interest, low-language level, and it is graded — the earlier readers are shorter and have a more limited vocabulary. They use the present simple tense almost exclusively. Later readers introduce a wider vocabulary and additional verb tenses.
3. It has social values that are relevant to the pupils.

4. It is very adaptable.

In the first few weeks of the school year, I start reading the Monster booklets to my fifth grade classes. The reactions have always been positive — they generally anticipate the next story with enthusiasm. After reading the first several booklets simply for pleasure, I start introducing tasks. The pupils are told to listen for specific vocabulary items: adjectives, the rooms of a house, animals or various articles of clothing. They are asked to anticipate events and give their own opinions.

After reading four or five booklets, the pupils start to feel as if they know the Monster personally. That is when we start writing conversations with the Monster. These conversations are brief exchanges between the Monster and other characters in the series. I encourage the pupils to write the dialogues themselves and we practice them in pairs.

Many creative writing projects are based on the Monster series. The first of these is a Monster poster. Each pupil writes a sentence about the Monster on a strip of paper. I paste the sentence-strips on a large piece of Bristol paper and draw an outline of the Monster around them. This makes an attractive decoration for the English corner.

Another creative writing project involves the use of the pupils' self-made dictionaries. Using model sentences from Ada Fuchs' book *Fun with English*, we write short stories about Monster in "Alphabet Land". Each pupil chooses one alphabet letter and writes about Monster in A-Land, B-Land or C-land, etc. The pupils decorate their stories and I combine them into a pamphlet. Pupils take the pamphlet home to read in their free time.

When we have finished reading 9 or 10 booklets in the series, we are ready to write our own story about Monster. We devote a whole lesson to creating a story about Monster in a special situation. The pupils provide the ideas — the teacher provides the linguistic expertise, as needed. Some of the booklets that we have written over the years include "Monster is Sick", "Monster Goes to the Olympics", "Monster's Mother Comes to Visit", "Happy Birthday Monster", and "Monster in Hollywood". The finished products are also used as reading material by the pupils.

This is a sample of the activities that I have built around the Monster series. The pupils are enthusiastic about doing these activities and they remember the Monster years later with fondness. I recommend the use of this, or any other suitable series of readers as a basis for additional reading and writing activities on the 5th and 6th grade levels.

ETAI CONFERENCE: T*E*X*T*W*A*R*E PROGRAMS

Developed by the *Hebrew University C.A.I. Project Team*

Instructional Designers: *Jay Berman, Marcia Frank, Sharon Hirsch, Carol Wolff*

The following text-based reading comprehension programs were presented in a *hands-on* Demonstration on July 16, 1991, at the 9th ETAI National Summer Conference.

T*E*X*T*W*O*R*D

Introduced in 1989, TEXTWORD is a text-based program for READING COMPREHENSION and VOCABULARY ENRICHMENT which encourages the use of *context clues* to arrive at the meanings of unknown words. The target words appear initially in sentences from the text; then, when necessary, in easier sentences with more obvious context clues; and finally with HIGHLIGHTED CONTEXT CLUES for students needing further help. Feedback to student answers is provided. In addition, TEXTWORD offers a wide range of activities for vocabulary reinforcement: two variants of a *modified cloze*, English-English or English-Hebrew *matching exercises*, and a version of *HANGMAN with synonym clues*.

During the past year more refinements have been introduced into TEXTWORD in the light of student and faculty reaction to the program. Also, the bank of texts has been considerably expanded, covering many more levels and subject areas.

TEXTWORD is currently in use at Hebrew University and Tel-Aviv University. The Council of Pre-Academic Centers and Regional Colleges is planning to introduce the program in the Fall of '91.

T*E*X*T*P*R*E*D*I*C*T*I*O*N

Newest in the Texteware series, TEXTPREDICTION fosters prediction skills in a variety of activities:

- choosing the text title from a synopsis;
- deciding upon paragraph content from opening sentences;
- predicting the location of specific information in the text;
- dividing a text into sections on the basis of opening sentences;
- and rearranging a jumbled skim on the basis of decision clues.

T*E*X*T*S*U*M*M*A*R*Y

In TEXTSUMMARY students practice *identifying the main ideas* of an extensive text. They work from a text, choosing sentences or combinations of sentences that express the text's MAIN IDEAS (reformulated as a series of *summary statements*). Appropriate feedback is given as to their choices. The *summary statements* can serve as a basis for written summaries.

TEXTSUMMARY is available in two formats: SUMMARY ➔ TEXT and TEXT ➔ SUMMARY. In the more challenging TEXT ➔ SUMMARY, students 'build up' *summary statements* only AFTER demonstrating their comprehension by choosing the correct *reformulation* of the main ideas.

T*E*X*T*O*P*I*N*I*O*N

In TEXTOPINION students decide whether a number of *high-lighted statements* in a text reflect the *writer's opinion*. After indicating AGREES or DISAGREES, they find support for their decisions in the text. Explanatory feedback is provided in response to their answers. Students may "reconsider" their initial answers via one of the Function Keys.

All the programs in the TEXTWARE series are based on a template system which enables new texts to be added according to the needs of teachers and students.

ETAI WORKSHOP: TEACHER DEVELOPMENT, presented by *Shai Aran*

TEACHER DEVELOPMENT: Using our tacit knowledge to bring about change and development.

When addressing the question of teacher development, we enter rather murky waters. An analogy could be made to art: it is difficult to define, but when faced with it, many are able to recognise and appreciate it as such.

In this workshop I raised some issues connected with teacher development. Among those who participated were an Inspector for English, some experienced kibbutz and city teachers, and a few new teachers. The workshop generated fruitful interaction, and the following is a summary of deliberations. The time available for the workshop (90 minutes) was divided into four parts.

To begin with, participants filled in an English Teaching Questionnaire (White, 1988) and then shared views and experience prompted by the questions. Participants were asked to either agree or disagree with the statements in the questionnaire, some examples of which are:

- A carefully graded structural syllabus is the best way to organise a language course.
- Language learning is best when the focus is on something other than the language itself.
- Vocabulary is the most important part of a language.

At this stage, we also tried to establish what "teacher development" means to us. Although the term was clear enough, no consensus was reached as to how to go about TD.

In the second part of the workshop, participants were encouraged to consider approaches to various facets of teacher development as described in the literature. I see three distinct sides to the development triangle: methodology/classroom management, institutional/educational climate and personal growth and development. In this connection, excerpts from the work of Ashton (1982) and Hopkins (1985) were projected on OHT and subsequently discussed; these will be returned to at greater length below. Top-down versus bottom-up attitudes to change and development were explored, and we noted the well-known axiom that teachers know a lot, tacitly, about both teaching and teacher development, yet, curiously, teachers' own voices are rarely heard when it comes to deciding on what should go on in classrooms. Further, research on schools and classrooms is for the most part "outside-in". It is conducted by university-based researchers who are removed from the day-to-day practices of schooling. It was noted that serious, well-run grass-roots classroom research could be an important contribution to effective teaching and teacher development. Many agreed that in our work there is broad scope for better understanding of the teaching and learning process, as well as far reaching possibilities for initiating change and innovation: the two essential ingredients in the development pie. Both these aspects of teacher development can emerge bottom-up from classrooms, and should be encouraged to do so.

In this connection, I pointed out that the work of Lawrence Stenhouse and his colleagues in the UK during the 70's and 80's has been influential. It was their

goal to "demystify and democratize" research (Stenhouse, 1987), which was seen as *"failing to contribute effectively to the growth of professional understanding and to the improvement of professional practice"*. Stenhouse et al encouraged teachers to become involved in the research process. They believed that through their own research, teachers could strengthen judgements, and improve their own classroom practices. Locally, in EFL in Israel, there seems to be potential for this type of classroom research. Perhaps an ETAI SIG (Special Interest Group) would provide the necessary umbrella under which interested parties can join forces. One of the characteristics of classroom research is that it cannot be conducted alone; in order to be fruitful it needs a good deal of teamwork and external support.

In order to make these issues clearer and more practical, we then turned our attention to two charts projected during the workshop. In Figure 1, we considered the various cells from the point of view of a single specific pedagogic aim. Pedagogic aims, as many have noted, emanate from a very broad spectrum — from the teaching of a specific item (in this case I used a poem, "Ozymandias", as an example), to introducing an innovation or addressing a problem connected with classroom practice. One of the workshop participants brought up the excellent example of effectively incorporating a self-access centre into her teaching armoury. Unsurprisingly, this teacher was having great problems in "getting the thing to work". It was thus demonstrated that in order to be effective, changes need to be carefully studied and shared with colleagues. It is perhaps this kind of professional enrichment which we teachers can bring to our own work that ultimately leads to our own professional development. Some would argue that it is no less important than having "experts" tell teachers what to do, top-down. Ashton's chart was helpful here as the "component parts" of certain teaching activities are brought forward in more tangible terms, thereby rendering these elusive entities more accessible, comprehensible, and open to discussion.

While the first two sections of the workshop generated optimism, the third part of our deliberations was more sobering, and took into consideration some constraints of the "real world". These are often cited as obstacles in the way of change and development. We therefore turned to Figure 2, taken from Hopkins & Reid (1985). In this table, the systematic, organisational and individual barriers to change are considered. Here we are presented with a far more gloomy (realistic?) picture. This chart also breaks down into component parts the reasons why teacher development is so difficult to get under way. Although Hopkins's table is actually about teacher education, the questions it addresses seemed to be equally applicable to classroom teaching. And in any case, are the borders between teacher training, teaching, teacher development, teacher effectiveness and teaching outcomes really clearly defined?

The last part of our talk focussed upon "I" issues. By this we meant the personality factors that come into play in teacher development. Here we considered the time-honoured notion of the teacher as a facilitator (Rogers, 1969). Few would argue that the more effective we become as "facilitators", the more scope we have in which to develop. Viewed thus, teacher development and the fostering of learner-centredness are inseparable. Finally, Abraham Maslow's "steps" (Maslow 1968) guided us up

Figure 1: Definitions of the levels of implementation of the six principles

	Analysis of Practice	Application of Theory	Curriculum Evaluation	Curriculum development	Team Work	Other Teachers
	Concrete Examples of, or a Description of the Process of:					
Level 1: Doing	Collecting data about the curriculum in action	Naming a concept theory or author as relevant to explaining some feature of the curriculum	Making judgements about the curriculum	Making changes in the curriculum for a stated reason	Teaching along-side and discussing with other team members	Talking to other teachers about the curriculum
Level 2: Conceptualising the doing	Categorising data as a means to interpreting features of the curriculum	Explaining a feature of the curriculum in the light of a concept or theory	Making the criteria for judgements explicit	Attributing changes in the curriculum to prior evaluation	Defining the team as a co-operative unit with a common purpose	Disseminating thinking about the curriculum to other teachers
Level 3: Applying the concepts	Hypothesising relationships between categories of data as a means of explaining features of the curriculum	Selecting theory critically to contribute to explanations of features of the curriculum	Using explicit criteria to make judgements about the curriculum	Employing an evaluation and development cycle	Using the team to carry out the evaluation and development cycle	Working purposefully with other teachers in an evaluation and development cycle

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Figure 2: Barriers to change in teacher education

Systemic

Real barriers	*Perceived barriers*
- Economic factors	- Inertia
- Political pressure (government)	- Future uncertainty
- Vulnerability (environmental constraint)	
- Central university administration	- Bureaucratic myth
- Tradition	

Organizational

Real barriers	*Perceived barriers*
- Lack of clear mission (goal variability)	
- Incongruent reward system	- 'Top-down' approach to change
- Poor communication	
- Absence of linking structures (low interdependence)	
- Autonomous pluralism ("I'm O.K.")	- Teachers' college legacy
- Complexity of decision making process	
- Inadequate implementation	- Recent history of change
- Discontinuity of personnel (academic year, sabbatical, retirement)	
- Inertia	

Individual

Real barriers	*Perceived barriers*
- Poor leadership	
- Tenure system	
- Pluralism of role	- Emotional resistance to change
- Socialisation into a discipline	- Too busy
- Incompetence	- Tendency to externalise
- Innovative fatigue	Innovative fatigue

a ladder of personal development, and we noted that at different stages in life, and in different working situations, we stand, as it were, on different rungs of this ascending ladder. The steps which Maslow points to are survival, security, society status, and finally — personal realisation. Pairs of participants were invited to consider together where on this ladder they were perched at the present time — in work situations, and in life situations.

To conclude, teacher development is perhaps not as marketable as some of the "how to..." commodities that most teachers love to carry away from a conference. It is, nevertheless, a crucial issue needing action both top-down and bottom-up.

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ETAI WORKSHOP: INTEGRATING WRITING ACTIVITIES INTO AN ORAL PROGRAM IN THE FIRST YEAR OF ENGLISH, presented by *Avril Rose*

It is generally accepted — as recommended by the Ministry of Education — that the early stages of learning English as a foreign language should consist of an oral program. Indeed, English could not be taught in any other way. However, one must not lose sight of the fact that an oral/aural program, on its own, does not fully meet the needs of pupils, even during this initial pre-reading stage.

In determining the appropriate methodology for the teaching of English — one considers the normal progression of language (mother-tongue) learning, but in terms of what the pupil — aged 9 — brings to the foreign language learning situation. When taking him through the pre-reading stage in a foreign language, we modify our methods to take into consideration his neurological development (fully developed fine motor handskills), past learning experience (a writing system based on right-left directionality) and the fact that, although we are taking him through a pre-reading stage in English, he has already completed 3 years of formal education... in Hebrew or Arabic.

It is important that pupils are exposed to written words, even at the beginning. These words should be well illustrated and they should represent vocabulary items which are familiar to the pupils — having previously been exposed to them orally. The majority of pupils have the ability to learn (intuitively) letter "patterns" even before they know the individual letters and their sounds. Words should always be meaningful and the program should be structured to ensure constant repetition by means of motivating exercises so that the pupil is afforded the opportunity of visual recall — that is, word recognition. This whole-word recognition without having to break it down into its component parts is the basis of efficient reading... and success in this technique is the greatest gift we can give our pupils.

Our early learning program is not complete without the integration of writing activities. Pupils, with fully-developed fine motor handskills and 3 years of formal education behind them, will not hesitate to copy English words... often, in terms of their past learning experience i.e. letter formation based on a right-left directionality. Therefore, in order to prevent pupils developing incorrect writing habits, we should teach the technique of writing (i.e. correct letter formation based on left-right directionality) as part of a structured program from the beginning. Correct writing habits will lead naturally to cursive writing and facilitate writing proficiency, thus enhancing the development of literacy skills.

To summarise... the technique of writing should be taught from the beginning within the framework of an oral program as the pupils are taken through the pre-reading stage in a structured manner incorporating exposure to written words of familiar vocabulary items. Writing exercises carefully constructed and highly motivating lead to word recognition or promote global reading which in turn reinforces the oral/aural program. Learning is an integrated process bringing into play auditory, visual and sensory pathways... this is how learning takes place, and this how teachers should teach!

My discussion ended by demonstrating how this could best be achieved.

ETAI WORKSHOP: THE PROBLEM OF TEACHER BURN-OUT, presented by *Babette Kaplan,* Bet Berl College

We are by and large as English teachers an energetic bunch, but our energy is not limitless. Some ways in which we can renew our energy are by sharing our successes with others, working on our feelings when changes in the curriculum or new programs need to be introduced. If we do not do this, we can very easily revert to old ways of doing things. What do we mean by "working on our feelings"? The affective side can very often be neglected when we are so busy preparing our courses and teaching our material. The system of finding a colleague and sitting together to share time — called "supportive listening" — is highly effective. Feelings are exchanged and problems discussed. How is this different from an ordinary conversation? This is structured time, no interruptions. One talks, the other listens. No advice, criticism or judgements are made and there is complete confidentiality. All one needs is a quiet corner, sometimes hard to find in a busy school atmosphere, but possible. If teachers everywhere used this system, what gains there would be!

1. No longer feelings of isolation or failure.
2. More clarity on problems that come up.
3. Enthusiasm for teaching and learning.

ETAI WORKSHOPS, presented by *Yitzhak Einav*

1. "THERE'S NOTHING LIKE A GAME": CONSTRUCTING A TEFL GAMES LEARNING CENTRE

The madness behind this method claims that the isolated, unconnected TABLE game in TEFL, however attractive and enjoyed in the playing, is methodologically meaningless. This workshop presented some twenty table games (group, pair and solo) used and monitored in the 8th Grade, that are organized within the framework of a Learning Centre. The games were unified by their common lexical area, and by their focus on a given structural pattern relevant to the 8th grade. This organization of sufficient games for a class of 40 has the potential of lifting the game from its present function of light entertainment on tired afternoons to a vital, syllabus-relevant place at the "Practice" and "Production" stages of learning. It was suggested that the Games Learning Centre is a very useful strategy for the teacher just beginning to explore the move to non-frontal modes of learning.

2. "THERE'S NOTHING LIKE A DAME": WOMEN'S WRITING AND TEFL

The arguments for more or less literature in the TEFL classroom have ground on for almost half a century. Now, the word "authentic," the current "muntra" or magic word of communicative learning, has given literature in TEFL a new lease of life: for what can be more "authentic" than a piece of writing that stimulates a genuine piece

of discourse between writer and reader/audience? The workshop was concerned, in particular, with women's writing. The issue of women's rights and auto-emancipation is a perennial favourite for classroom debate and is a currently fashionable topic in TEFL courseware. These and other distinct motifs in women's writing were explored and exemplified by several TEFL-friendly poetic texts.

ETAI SIG REPORT: A SPECIAL SESSION OF APPROVED COMPUTER SOFTWARE, by *Tzilla Kratter, Jean Vermel* and *Miriam Schcolnik*

A whole afternoon was devoted to a special computer session of approved Israeli computer software.

About 120 participants showed keen interest in computer programs that promote English language learning. In the first part, teachers were offered advice on how to evaluate programs. They then viewed various programs written by the leading software firms in Israel.

ETAI WORKSHOP: EXPLORING WAYS OF USING A WORD-PROCESSOR IN THE ENGLISH CLASS, presented by *Tzilla Kratter* and *Julie Stroli*

The participants were teachers who actually used word processing, although mainly for their own needs, such as for writing letters, preparing worksheets and exams.

Teachers were made aware of the fact that by converting their files into ASCII (acronym: American Standard Code for Information Interchange, an internationally accepted code which the computer can deal with), they could quite easily export their files and import their colleagues' files, saving a lot of work. Some word processors, e.g. Einstein in the existing version, cause a slight difficulty in importing. However, it is a difficulty that can be overcome and it is still less time consuming that having to type a worksheet or test.

A learner can explore ideas, try out alternatives and still produce a polished professional-looking printed copy with much less effort than writing in ink. Time-consuming changes can be made with just a few keystrokes using a word processor. Pupils can be taught to use a PD (Public Domain) word-processor, e.g. an early version of QText to manipulate a text: how to move around a text, delete, insert, search and replace.

However, the wordprocessor can be used not only for the development of writing in English. It can also be used to develop and practise some of the micro skills and knowledge of language involved in reading. Moreover, it can be used for pair work and group work.

Participants bought a non-profit diskette which included exercises prepared by us using the basics of word-processing. The sample texts on the diskette, varied from texts suitable for junior high to college students.

To enumerate just a few of the exercises: Change a description to describe yourself, make all the necessary changes in a text describing a boy to describe a girl, delete redundant words in the text, add missing words in a text, punctuate a text, finish the story, arrange sentences so that they form a story, cloze etc. 24 exercises in all.

Recommended books for teachers:

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LETTERS TO THE EDITOR

שלום רב,

הנדון: עלון למורים לאנגלית, מאי 1991

עיינתי בעלון הנ"ל וקראתי כמה ממאמריו ומצאתי אותו מעניין ורלבנטי מאד.
מצאתי עניין רב במאמרה של גב' שנדרוביץ המסביר את הקשיים המיוחדים שיש לעולים מרוסיה בהוראת האנגלית (שיהא עלינו להתמודד עמהם בעתיד הקרוב).
מצאתי עניין רב בגישתו של מר פנחס בכלר, בנושא שעורי הבית בגישה אחרת.
חשוב מאד היה לי מאמרה של גב' מרים קישון — שלדעתי תקף לא רק לגבי מורי אנגלית אלא לגבי מורים־מחנכים בכלל.
אין לי ספק שכתב־עת כזה אכן מעלה את קרן המקצוע ויבורכו כל העוסקים במלאכתם.

ד"ר אליעזר מרכוס
יו"ר המזכירות הפדגוגית

BAGRUT EXAMINATION 1991

א.ג.,

ברצוני לציין לשבח את שאלון 4 יח' תשנ"א. בדקתי כ־300 מחברות עד כה, ושוחחתי עם תלמידים שענו על שאלון זה. ביכולתי לציין בסיפוק רב שהשנה, יותר מבשנים קודמות, היה השאלון הוגן בדרישותיו, השאלות היו ברורות, והחשובות — חד משמעיות. זה הקל מאוד על התלמידים והבודקים כאחד.
במיוחד התרשמתי מן השאלות בהן התלמיד אינו יכול סתם להעתיק שורות נבחרות מהטקסט (כפי שקרה בשנים קודמות), אלא חייב ליישם את החומר הדקדוקי שלמד בכיתה. לדוגמא:
1) 14a increase the oxygen (ולא increases כפי שמודפס בטקסט).
2) b will not create new muscles (ולא will not be created כפי שמודפס).
סעיף 18 התברר לי כיותר קשה ממה שציפיתי, והיו גם רבים ששכחו לסמן את כל המלים שנדרשו (סה"כ 10 השלמות). לדעתי, אופן הכתיבה (בשורות רצות) מקשה על קריאה רצופה של המשפט וגורם לטעויות מיותרות. נכון שהאופציות לבחירה הודפסו בהדגשה אך אין בזה די. אני

BEST COPY AVAILABLE

מרשה לעצמי להציע שלהבא ייכתבו השורות כך. לדוגמא:

Dentist: "Now then madam, How long _____ giving you trouble?

a. this tooth is
b. is this tooth
c. this tooth has been
d. has this tooth been

Mrs. Smith: Well, I _____ last year and it was all right...

a. had it filled
b. filled it
c. had filled it
d. have it filled

באופן כזה, די בהצצה חטופה כדי לשים לב אם שכחנו לסמן אחת מ־4 האופציות לבחירה, וקל יותר לעקוב אחרי רצף הקריאה של הקטע.

לבסוף ברצוני להתייחס לשאלה 19 — השלמת הדיאלוג. כאן, לדעתי, לא ניתן משקל מספיק — סה"כ 1 נק' לכל שאלה נכונה. התלמיד נדרש לבצע פה משימה מורכבת למדי: (א) לבחור את מילת השאלה הנכונה (what, whose); (ב) לבחור את הזמן המתאים (correct tense); (ג) לכתוב את הזמן שבחר בצורתו הנכונה; (ד) לכתוב את כל המשפט ב־interrogative. רוב התלמידים עשו שגיאות קלות ולא התאפשר לנו לתת להם אפילו נקודה אחת, גם אם ענו על 3 מתוך 4 המשימות כהלכה. אין ספק שתרגיל זה קשה יותר מקודמו (מס' 18), בו יש רק להקיף בעיגול צורה נתונה (passive recognition) לעומת Active Production. לפיכך, הייתי שמחה אילו הדיאלוג היה מקבל 5×2=10 נק' ואז אפשר לתת 1 מתוך 2. לעומת זאת, הייתי מסתפקת ב־5 נק' לשאלה 18 (או 5 השלמות בלבד או 1/2×10=5).

בסה"כ השאלון היה באמת מצוין ונקווה שגם בשנה הבאה נזכה לשאלון טוב לפחות כמו זה.

חנה הראל, בית ספר בויאר ירושלים.

READING BETWEEN THE LINES OF THE BAGRUT EXAMINATION 1991
(problems, mistakes, common weaknesses)

Sir,

Last year (Bagrut 1990) I tried to turn the not-too-exciting activity of checking Bagrut Examinations into a learning situation (see letters' section ETJ 42) by reading between the lines of recurring pupils' mistakes. My own Grade 12 pupils profited from my experience. This encouraged me to repeat the analysis of the common mistakes and problems. I hope other teachers will profit from it too. I only checked 5-point exams; therefore the following remarks and observations are of restricted relevance.

General Comments

1. There are quite a lot of pupils who did the 5-point Bagrut Exam with very low results (26 points out of 90, 40 out of 90). Their weakness was mainly in the

cloze and rewrites. These pupils would probably have done better and received a passing mark had they taken the 4-point exam. It seems unfair to let them fail when there is an alternative. Whose fault is this? The pupils' insistence? the teachers'? or the principals'?

2. There is a general reluctance of the examinees to use the dictionary. How else is it possible to explain the many spelling mistakes? Perhaps it is lack of time? It seems that the many spelling and grammar mistakes point in that direction. When pupils use a rich and authentic vocabulary but make spelling mistakes on simple words, like leaving out final letters, or misspelling words, it seems that lack of time is the answer.
3. Some pupils use light ink and/or leaking pens. Their handwriting is sloppy with frequent crossings-out of words, rewriting them until it is all barely legible.
4. Most pupils did not write a draft of the composition. The special pages were left empty and the final result looked like the first draft. Writing a draft offers an opportunity to re-read, have a second look and minimize the mistakes, which are more often than not mistakes of performance, not of competence. I am sure that an additional half hour would eliminate many mistakes of that nature.
5. Proper nouns of countries, languages, names of people are often written in small letters (english, hebrew, france).
6. Some pupils think that if they write 2 words instead of one on the cloze the מעריך will choose the right one and they will get credit for it.

Reading Comprehension (version A)

1b — (fill in the missing word)
"...and as a result you will not be able effectively to do other exercises that 5 (stretch and strengthen) the body." The most frequent mistakes were:
"strengthening and stretching" (use of present progressive instead of present simple)
"strength and stretch" (unfamiliar with the verb "strenghten")
"strength and stretching" (unfamiliar with noun-verb forms of words).

2a — "What is the common purpose of all aerobic exercises!"
answer: "They all increase the oxygen demands of the body."
Many wrote "increases" instead of "increase" disregarding the clue "they all".

2b — "You should do stretch exercises especially if you are 1(retraining)."
Many wrote "1... if you are (wishing to retain)." But "wishing" is wrong because it is a stative verb.

3b — "The popular belief referred to in line 25 is that... (body fat can be converted to muscle through exercise.)" They misunderstood the term "popular belief" meaning here "the mistaken belief" and wrote "body fat cannot be converted." Had they reread the text before answering, this mistake could have been avoided. This is a good example of the importance of re-reading before answering.

4b — "In your opinion (the passage does not tell us) why should people over 35 years old do as the writer suggests?" Too many started their answer with: "In that age" (בגיל הזה) directly translating from the Hebrew.

The Cloze (version A)

15 — Instead of using the relative pronoun "which" (both of which) they wrote "both of them".

16 — "Time is running out (however/unfortunately)" they wrote "quickly" or "fast" disregarding punctuation.

24 — "...so it is (upon/for) us...". A few wrote "So it is 'up to' us..." forgetting the restriction ONE WORD ONLY. Possibly they are unfamiliar, in this context, with "upon" and "for".

25 — "...how we can (help/work/strive/try/attempt) to reduce it." They wrote "...how we can *do* to reduce it. Probably a confusion betweeh HOW and WHAT.

The Cloze (version B)

6 — Instead of "standard of living" they wrote "standard of life".

10 — "The impure water has to be (purified/cleaned/boiled/filtered)" they put in an adjective (clean) disregarding the fact that the two semi-modals (has to be/have to be) are part of two simple sentences combined by the conjunction "and" (have to be + V3).

11 — "...better sewage systems (have) to be constructed...". They put in "...better sewage systems (had/has) to be constructed...". Again, it seems that they did not read the whole sentence. Had they done it, they might also have realized that 10 is a verb.

Clozes and Compositions

In both, their inability to use the relative pronoun was apparent.

Examples: They wrote: "The travel agent would advise you about countries to travel in them." (The travel agent would advise you about countries to travel in, or: The travel agent would advise you about countries in which you could travel.)

They wrote: "You should find a few friends to travel with them." (You should find a few friends to travel with, or: You should find a few friends with whom you could travel.)

In the cloze (version A) they wrote: '...production and consumption, both of them..." (production and consumption. both of which must also be regulated).

Rewrites (version A)

a — She won't marry yet because she isn't old enough. IF.... Their mistakes were usually the non-agreement between the dependent clause and the main clause. They wrote: "If she had been old enough she would marry." (If she had been old enough she would have married.)

Rewrites (version B)

g — He won't go abroad this year because he hasn't got enough money. IF.... They wrote: "If he had enough money he would have gone abroad." Again, non-agreement between the two parts of the sentence.

Sentences with RATHER and WISH, "i" in version A: I prefer you to do it. (rather). It seems that they were unfamiliar with the use of RATHER and WISH.

They were also unfamiliar with GET in a passive sense (version A "n"). An optician should test your eyes. (get). They used the word GET in its active sense: "You should get to an optician" (instead of "You should get your eyes tested...").

The future perfect was also problematic (version A "g"): He is now 60 years old. In 1996 he will go on pension. By 1997, he ____ a pensioner for one year. (By 1997 he will have been a pensioner for one year.) Very few gave this answer.

(k) in version A elicited a macabre answer. This room smells of cigarette smoke. Who was it? (been). Instead of writing: "Someone has been smoking in this room," they wrote "Someone has been smoked in this room." Or "Someone had been smoked...".

Phrasal verbs were especially problematic. Version B "k": He began collecting stamps. (took). Very few were familiar with the phrasal verb TAKE UP. In version A "h" Preparing for this exam has exhausted me. (worn). Instead of writing "Preparing for this exam has worn me out," they wrote: "Preparing for this exam has worn me down." There is a Hebrew slang expression "down־אני ב" meaning I'm depressed. Perhaps this is the cause of their mistake.

Common Spelling Mistakes

1. 'Israelies', instead of 'Israelis' (plural noun).
2. 'Israelian' instead of 'Israeli' (adjective).
3. Every final "s" got "decorated" with an apostrophe: books', eats' does etc. They seem to be unaware of the proper function of the apostrophe.
4. 'themself" instead of 'themselves'.
5. "someone, somebody, anyone" etc., are all followed by 'are' or 'were' instead of 'is' or 'was'.

On the Lighter Side

Some pupils were very creative and invented new words: increasement (increase), dominatic (dominant), pured (purified), beautifulness (beauty).

Misspellings

aczotic (exotic), epliences (appliances), curses (courses) a Freudian slip?, locturies (luxuries), volnoble (vulnerable), lidders (leaders), depolomatic (diplomatic), meadle esat (Middle East), langaugh (language), udder (other), physents (patience), tranclayt (translate), weist (waste).

These "inventions", while they are quite amusing, are also very revealing. Pupils rely

on the phonetics of a word and, most probably, are too lazy to check the word in the dictionary.

The Composition

Most pupils chose composition No. 8: "Some people complain that Israelis do now know English well enough. Give your opinion. Why should they know English well? Suggest some ways of improving people's English."

It is easy to understand why most chose a subject close to them. Ironically it showed their own weakness in English. However, it is sad to read that some youngsters mentioned Antisemitism as a reason for knowing English in order not to be recognized as Israelis (or Jews) when travelling abroad. The most convincing reason one pupil mentioned was: "It is important for hysterical reasons."

Amalie Etkin, Ganei Yehuda

15 DO'S AND DON'TS FOR ORAL BAGRUT TESTERS

1. Do prepare test-questions and try them out with your own class.
2. Do study the Rating Scale as described in the Guide; try to form an idea of what level of proficiency each grade represents.
3. Use a grading card; it will simplify your work and make your grade more accurate.
4. Don't compare the level of any student or of the whole group to your own class: assess their level only against the Rating Scale.
5. Keep a cheerful and positive attitude, no matter how the students perform. They should leave the room with the feeling that they have done well.
6. For the first 3-4 students give only a tentative grade, then go back to them afterwards.
7. Use a tape-racorder if the students, the teacher and the principal agree. It will help you to check on your own consistency and will justify your grade in case of later claims.
8. Always give a choice of topics and accept alternative views. It will make students feel comfortable and will raise the quality of their performance.
9. Consider the "Monologue" as a separate part of the exam; tell a student when the "Monologue" begins. Give a completely independent grade for the "Monologue"; otherwise not only do you defeat the original idea of testing in various speech styles, but you also make the student feel he/she has been cheated out of one part of the exam.
10. Give students time to collect their thoughts; don't rush them into answering. In the "Monologue" they should be allowed to think for a couple of moments and jot down some words of outline.

11. Don't talk more than the student.
12. Don't give obscure topics or overall subjects in the "Monologue".
13. Don't insist on details or on your own personal ideas of interpretation in testing the Reading Programme. Remember: a) the student received the interpretation of another teacher; b) you have read and taught the material a number of times — they have read it only two or three times!
14. Don't refuse to test literary texts you have not taught yourself: you will certainly be able to handle it and it is fun to do something fresh.
15. Don't keep any student for more than 10–11 minutes (put a small clock on the table to keep you aware of the time.) Extension of time makes those waiting outside impatient and nervous and messes up the day's schedule for the whole group.

Carol Goldfus and *Pnina Rosenbluth*, Jerusalem

DYSLEXIC BAGRUT EXAMINEES

Sir,

While we appreciate the seriousness of the attempt by the Ministry to address the problems of dyslexic pupils, we wish to register our disapproval of the arrangements made this year for dyslexic pupils taking the Bagrut examination. We feel that certain of these arrangements were poorly conceived, unworkable and unprofessional.

To quote from English Teachers' Journal No. 41, p. 22: "For pupils unable to read accurately without help, the question paper itself will be recorded by a teacher in the school... The teacher will record the question paper after the examination has begun, so that the dyslexic examinee will begin the examination some half-hour after the other examinees." These instructions seem very clear and simple on paper, but in practice things often work out quite differently, as they did at our school this year. By the time the teachers assigned to record the examinations have gotten hold of the question papers, perused them so they are familiar with what they have to record onto the tape, obtained a tape recorder, found a quiet room to record, familiarized themselves with the way the tape recorder works and gotten it to actually record, listened to the recording here and there to ensure it is clear, finally finished recording, and had enough copies made for every dyslexic pupil who requires one, it becomes clear that the whole process takes considerably longer than a half-hour (not to mention those technical difficulties which always occur at the least desired moments, such as tape recorders suddenly not working or tape ribbons suddenly breaking and getting hopelessly entangled in the machine). Is it fair to make these pupils wait around for an hour or more, nervous and anxious to start the examination?

We have what we feel to be a much more efficient and professional solution. We believe the examination should be recorded in advance and on the day of the Bagrut, the required number of copies should be sent, together with the written examination papers, to each and every school which has dyslexic examinees. After all, these pupils do pay for their examinations and are entitled, we feel, to a recorded version of the test just as other examinees are entitled to the written question paper.

We realize that this solution is not without its drawbacks but, all in all, is the only feasible one, if the instructions which the Ministry has set down are to be abided by. Otherwise, we can only recommend that the system of teachers recording the examination be abolished, and that we return to the former system of having a teacher sit with each dyslexic examinee and read out parts (or all) of the exam to him or her.

English Department,
Yigal Allon High School, Ramat Hasharon

A PERSONAL NOTE FROM ASHER HARRIS

Sir,

Now that I have retired from teaching English, may I ask for the hospitality of your pages to say thank you to so many colleagues with whom I have worked in harmony over the years. Although already an experienced teacher when I started in March 1964, and although I came with some knowledge of teaching a foreign language, Hebrew(!), the difficulties of the first few months and even years are not to be underestimated. But from the very beginning there always seemed to be teachers at my side ready and willing to offer advice and support. I only hope that I have in some way been able to return a little of that help to my friends and colleagues.

Of course, it would be impossible and also wrong to mention names, but I might single out my various area inspectors over the years, and particularly the present Chief Inspector, all of whom have been so helpful and supportive whenever I have had occasion to turn to them. The numerous courses and conferences in which I participated, starting at Bar Ilan University in, I think, 1968, right up to the recent ETAI 1991 Summer Conference, have all contributed to my English teaching, and if I have had some small measure of success, I can unhesitatingly attribute it to all the talks and lectures and workshops I attended, or, if you prefer, to all the brains I unashamedly picked. I do urge all teachers, and particularly those at the beginning of their careers, to take an active part in all these gatherings. They are invaluable.

May I conclude by repeating my credo — a teacher must have three loves. He must love teaching, he must love the subject he teaches, but above all he must love those whom he teaches.

This is not to say goodbye, but to send my love and best wishes to all of you, and once more, thank you,

Asher Harris, Pardess Hannah

THE JERUSALEM REPORT – OFFER TO TEACHERS

Sir,

Mr Hirsh Goodman, Editor, would like to offer a 60% discount on subscriptions to "THE JERUSALEM REPORT" for teachers and students in Israeli schools. I had the opportunity to look through "THE ENGLISH TEACHERS' JOURNAL" and was pleased to see that so much work is being done on improving Israeli proficiency in the English language.

The address of "THE JERUSALEM REPORT" is P.O.B. 1805, Jerusalem 91017. Tel: 02-291011, Fax: 02-291037.

Chana Bender, Marketing Coordinator

CONTEMPORARY ISSUES IN AMERICAN SOCIETY

Sir,

A seminar on "Contemporary Issues in American Society" for high school English teachers was held in Jerusalem this August. The course was jointly planned by the United States Information Service and the Emmanuel Yaffee School for Senior Educators of the Ministry of Education and Culture, in consultation with Mr. Raphael Gefen, Chief Inspector for English in the Ministry.

The participants were all teachers of English in high schools from Kiryat Shmona to Kfar Silver. There were representatives of both the State and State Religious systems and from the Arab sector.

Three specialists from abroad were invited to Israel to be instructors in the course. Kate Garretson from Hunter College and Dr. Dolores (Dee) Parker, the English Teaching Officer attached to USIS Rome, contributed their special talents for the full length of the seminar. Professor Larry Selinker, internationally renowned linguist, participated in two days of the four and-a-half day course.

From the written evaluations and the summing up session the following points emerged:

1. Most participants found Kate Garretson's sessions on "writing to learn" and "writing across the curriculum" for use in teaching English very valuable. Some of the teachers had to overcome an initial resistance to her insistence that they themselves write as much as possible during the week. But by the end of the week most were convinced of the method's merit.

2. Dee Parker's very practical approach to methodology was much appreciated by the group. The teachers took with them a variety of ideas for improving their classroom teaching as well as reams of supplementary material.

3. Professor Larry Selinker's very dynamic and specialized sessions on socio-linguistics, and in particular on inter-language, were well-ranked by those who were able to deal with the professional terminology of this subject.

4. While participants appreciated the inclusion of Israeli academics and professionals who contributed their expertise to the course, a number of participants felt the inclusion of Israeli teachers of English as presenters in a course of this kind was unnecessary, since they are readily available the whole year round.

5. A number of participants felt that there had been too much emphasis on certain aspects of American society, for example black culture, and that there should have been a better balance of society and culture with more about art, music and literature in general.

6. Nearly all the participants commented on the lack of free time during the course, while acknowledging that the course's intensity had created a very special learning situation for them.

At the concluding session, Ministry Deputy Director General for External Affairs Mr. Arie Shouval declared that the Ministry would welcome any future such initiatives on the part of USIS to further the study of American Studies.

It is hoped that future courses of this type will be planned, as well as shorter (one- or two-day) workshops as follow-ups to this seminar.

Derek Perlman
Emmanuel Yaffe School for Senior Educators

CRASH COURSE ON CURRENT USAGE

Sir,

I am sure that readers of the "JOURNAL" will find the following newspaper item of interest:

"The argument about how much grammar should be taught in schools will rage on until there is no more grammar left to teach, or grammarians to teach it. Even educational minimalists, however, can scarcely object to the following short crash course on the use of English, the work of two Americans, Helen Ferril of the *Rocky Mountain News* and Ernest Tucker of a now-defunct Chicago newspaper:

1. Don't use no double negative.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About them sentence fragments.
5. When dangling, watch your participles.
6. Verbs has to agree with their subjects.
7. Just between you and I, case is important too.
8. Don't write run-on sentences they are hard to read.

9. Don't use commas, which aren't necessary.
10. Try to not ever split infinitives.
11. It's important to use your apostrophe's correctly.
12. Proof-read your writing to see if any words out.
13. Correct spelling is esential."

Retired Teacher

ORANIM COURSE, JULY 1991

Sir,

I would like to thank ETAI for their valuable part in organizing the A.C.T.T. course at Oranim in July 1991. The course was highly successful! A wide diversity of participants from Yotvata in the South to Snir in the North (although only 10 were actually kibbutz-based out of the 24 of us) created a lively socially-and-intellectually-"hetero-congenial" atmosphere, which interacted well with our charming, vivacious and inspiring lectures. What was so successful about A.C.T.T.?

1. The four main teachers: Kari Smith, Lily Belleli, Judy Steiner and Penny Ur are all experienced teacher-trainers and experts in their respective fields. They gave four very intensive, meticulously-prepared mini-courses on a wide but closely-interrelated variety of topics covering Evaluation and Assessment, Heterogeneous Classroom Teaching, the Application of Linguistics to Language Teaching, and Teacher Development.

2. Each of these mini-courses consisted of both theory and practical work in relevant proportions. A tremendous amount of information was imparted.

3. The four mini-courses were interspersed with stimulating plenaries on a variety of topics — from psychology to Teacher Burn-Out.

4. The fact that participants came out of choice to the relative isolation of ORANIM and the intensive "set menu" nature of the course helped forge a cohesive group of veteran teachers that is now planning future activities together.

5. Evening activities (both curricular and extra-curricular) provided fun and enjoyment — a break from the intensity of the day-time menu. Social interaction generally provided plenty of laughs.

May ETAI be blessed for concocting this delicious five-day-four-course set-menu. Let this be the first of many ACTTS.

Judy Astary
Bet Yerach High school

MISUSING THE PRESENT PROGRESSIVE

Sir,

I tested around 150 pupils this year for the Oral Bagrut. On the whole, it was a pleasurable experience — there is no doubt about it that most of our pupils can now

communicate freely in English, and, for me, it is always interesting to find out what makes each graduating class tick. Today's most popular error is the abundant misuse of the Present Progressive, even among more-able pupils. There was a time when the Present Perfect and the Past Perfect were treated with similar devotion, until it was decided to limit the teaching of these tenses to a workable minimum. Because of the contrastive analysis aspect and the ease with which one can demonstrate the Present Progressive in the classroom, it seems logical to teach it at an early stage — but if by the 12th Grade most of our pupils have not internalized the structure, perhaps the time has come to give it the same treatment as its predecessors.

Muriel Harris, Herzlia

AN EFL TEACHER'S ABC

Sir,
A's for the Answers their memory has stored,
B is for Books we can barely afford.
C's for "Communicate" sometimes still taught,
D's for Dictation, with errors it's fraught.
E's the Exams that we're all bound to set,
F is the Fun which our students should get.
G stands for Grammar they now have to pass,
H is our Heterogeneous class.
I stands for Indirect Speech and its laws,
J is for Joining a relative clause.
K is the Key to the answers, below,
L's for Linguistics we all ought to know,
M stands for Masculine, Modals and Main,
N is for Neuter; not much to explain.
O is the Order of Words they learn last,
P is for Plurals and Pair-Work and Past.
Q stands for Quizzes they have to expect,
R are the Re-writes we need to correct.
S stands for Sentences, Subject and Sense,
T is the Terrible Thing we call Tense.
U's the Uncountable nouns we supply,
V stands for Verbs and all they imply.
W's the Way we would like them to speak,
Y are the Years, yes, we've given our best,
Z is for what we most need, which is Zest.

Esther Lucas, Herzlia

TONGUE IN CHEEK?

Sir,

These days a British expatriate hardly dare open an English "Bagrut" test for fear of a new exposé. Was it not enough that an entire generation of Israeli youth had forever implanted in its collective memory that we wash our hair only thrice weekly, while spurning both deodorants and homework? But now, as if to add insult to injury, it has to be revealed nation-wide that we think Britain is in Africa, can't spell embarrass, and believe 1066 to be the date of the Second World War. It's high time that this maligning of the British — a clear sign of misoBritic bias in the Minsitry — were put to an end.

some ex-British teachers

(Editor's Note: For the benefit of non-Bagrut teachers it should be pointed out that the above references are to the Reading Comprehension passages in recent Bagrut examinations, all of which were taken from the most reputable British newspapers.)

FIPLV CONGRESS

Sir,

The XVII FIPLV Congress was held in Hungary (Pecs) Aug. 10–14 1991. The initials FIPLV stand for "Federation Internationale des Professeurs de Langues Vivants". This federation was established in the year 1931 in order to enhance world communication through the use of various languages (English, French, Spanish, German, Russian among them). This year it celebrated its 60th anniversary. There were about 900 language teachers from countries all around the globe.

An open forum inaugurated the Congress on Aug. 10th. The president, Mr. Bratley presented a speech stating that the theme of the Congress would be "Learning Languages is Learning to Live Together" bearing in mind peace as a final goal.

For the duration of the Congress, talks and workshop sessions were held during the day and cultural activities were offered in the evenings. The morning/afternoon sessions dealt with subjects such as: (a) Foreign language teacher preparation; (b) Teaching and learning English; (c) Educational technology and methods; (d) Language education for inter-cultural communication.

The cultural programme included a get-together party held at a hotel, an excursion to the area, a reception offered by the organizers, a concert held at the town cathedral, a play at the National Theatre and the closing ceremony organized in the form of a round table. An invitation to the next Congress in Hamburg (March–April 1994) was presented to the teachers present at the occasion. The participants were asked to bring the message home with them. The request has been fulfilled.

R. Goldbarg, Mekif Hey, Rishon Lezion

CONFERENCE ANNOUNCEMENTS

■ **ETAI (English Teachers' Association of Israel) Winter Conference**
Tuesday 3 December 1991
Bar-Ilan University, Ramat Gan

1992

■ **AAAL — American Association of Applied Linguistics, Annual Meeting**
28 February - 2 March, Seattle, Washington, USA
Details from: Sandra Savignon, 2090 FLB, 707 S. Matthews, University of Illinois, Urbana, Illinois 61801, USA

■ **TESOL — Teaching English to Speakers of Other Languages, Annual Conference**
3–7 March, Vancouver, Canada
Details from: TESOL Central Office, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314, USA

■ **Linguistics Association of Great Britain: Spring Meeting**
30 March - 1 April 1992, Brighton, United Kingdom
Details from: M.O. Tallerman, School of English, University of Durham, Elvet Riverside, Durham DH1 3JT, United Kingdom

■ **IATEFL with the Association for Language Learning**
10–13 April 1992, Heriot-Watt University, Edinburgh, Scotland
Theme: "Language World"
Details from: E.T.A.I., POB 7663, Jerusalem

■ **4th International Conference on Computer-Assisted Learning**
14–16 June 1992, Wolfville, Nova Scotia
Details from: Ivan Tomek, ICCAL '92, Jodrey School of Computer Science, Accadia University, Wolfville, Nova Scotia, POB 1X0, Canada

■ **1st International Conference of the International Association of Literary Semantics**
31 July - 2 August 1992, Canterbury, United Kingdom
Details from: Trevor Eaton, Institute of Languages and Linguistics, University of Kent, Canterbury, United Kingdom

■ **EXPOLINGUA — International Fair for Languages, Translation and International Communication**
25–29 November 1992, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany

■ **IATEFL — 26th International Conference**
23–26 October 1992, Lille, France
Details from: E.T.A.I., POB 7663, Jerusalem

1993–1996

■ **Congress on Teaching Hebrew**
August 1993, Jerusalem
Details from: Ben-Zion Fischler, Council on the Teaching of Hebrew, P.O.Box 7413, Jerusalem 91071

■ **Tenth World Congress of the International Association of Applied Linguistics (AILA)**
8–12 August 1993, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands

■ **Eighteenth World Congress of the FIPLV**
in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
28 March - 1 April 1944, Hamburg, Germany
Details from: FIPLV Head Office, Seestrasse 247, Ch-8038 Zürich, Switzerland

■ **11th AILA World Congress (International Association of Applied Linguistics)**
August 1996 (exact dates tba), Jyväskylä, Finland
Details from: Kari Sajavaara, English Department, SF-40100 Jyväskylä, Finland

עלון למורים לאנגלית, מס' 43, טבת תשנ"ב, דצמבר 1991

תמצית המאמרים המופיעים בגליון הזה:

INFORMATION FOR ENGLISH TEACHERS:
הנושא השנתי – קליטת העליה: ספרי לימוד חדשים; מינויים חדשים לפקוח; סדנאות לדוברי קריאטיבית; הוראת אנגלית בסיוע המחשב.

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS:
מבחן בהבנת הנשמע תשנ"א 1991, תכנית הלמודים וספרי הלימוד למגמות המינהל והתיירות, 4 יחידות.

WHY BOTHER TO CORRECT MISTAKES?
האם יש טעם בתיקון שגיאות? ניתוח סוגי השגיאות השונים והמלצות למניעת שגיאות ולטיפול בהן.

THE ORAL BAGRUT:
בעיות בניהול בהיגות הבגרות בעל פה ועצות לשיפור המצב.

BOOTSTRAP EDUCATION AT THE PRE-ACADEMIC LEVEL:
בעיות תלמידים טעוני הטיפוח במכינות הקדם אקדמיות באוניברסיטאות.

THE WEAK LEARNER:
עצות לטיפול בתלמיד המתקשה בחנוך העל יסודי, במיוחד בבתי הספר המקצועיים.

TEACHING VOCABULARY:
גישה להוראת אוצר מלים, המדגישה אטימולוגיה ומשפחות מלים.

TEACHING WRITING IN HIGH SCHOOL:
דו"ח על עבודתה של סדנה להוראת ההבעה בכתב בחנוך העל יסודי.

EVALUATION OF TEXTBOOKS IN GRADES 8 AND 9:
הערכת כמה ספרי למוד מאושרים לכיתות ח'–ט'. באיזו מידה הם תואמים את תכנית הלימודים.

CONFIDENCE AND FLUENCY:
דוח על מבצע לשיפור ידיעות באנגלית של תלמידים בכפר הדרוזי בין ג'ן.

NEWS FROM EDUCATIONAL TELEVISION:
חדשות על תכנית חדשה להכנת תלמידים לבחינות בגרות בארבע יחידות (במיוחד באזורי מצוקה), ועל התוכנית החדשה לכיתה ז'.

TEACHING TRANSLATION SKILLS SUPPLEMENT:
בחינת בגרות במיומנויות התירגום תשנ"א, עם התשובון; מאמר על הסטיליסטיקה ההשוואתית בין העברית לבין האנגלית; מאמר על "החשיבה התירגומית" – עצות מתודיות בהוראת התירגום.

NEWS FROM E.T.A.I:
חדשות מאגודת המורים לאנגלית בישראל – דו"ח שנתי תשנ"א, תוכנית הוועידה השנתית, דוחות מסדנאות ומהרצאות בוועידת האגודה.

LETTERS TO THE EDITOR:
מכתבים למערכת על בחינות הבגרות, על העלון למורים לאנגלית, על תלמידים דיסלקטיים, על השבוע "ירוסלם ריפורט" דוחות על השתלמויות, וכו'.

CONFERENCE ANNOUNCEMENTS:
מידע על כינוסים וועידות אשר עשויים לענין מורים לאנגלית בישראל.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל 'דפי הדרכה לאנגלית')

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טבת, התשנ"ב, דצמבר 1991

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(כולל ידפי הדרכה למורים לאנגלית')